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ABSTRACT

Compiled by elementary, middle, and secondary school teachers, this guide describes activities for developing students' skills in phonics and structural word analysis. For each activity, a purpose or objective is stated, required materials are listed, specific teaching procedures are outlined, and the intended grade level (kindergarten, elementary, middle school, secondary, or special education) is indicated. Among the numerous types of activities described are the following: (1) for phonics skills--distinguishing the sounds represented by consonant digraphs, finding short and long vowel sounds in stories, and applying phonics skills to words used in various subject areas: and (2) for structural analysis--learning about syllabication, forming and identifying compound words, and identifying prefixes and suffixes. (GT)

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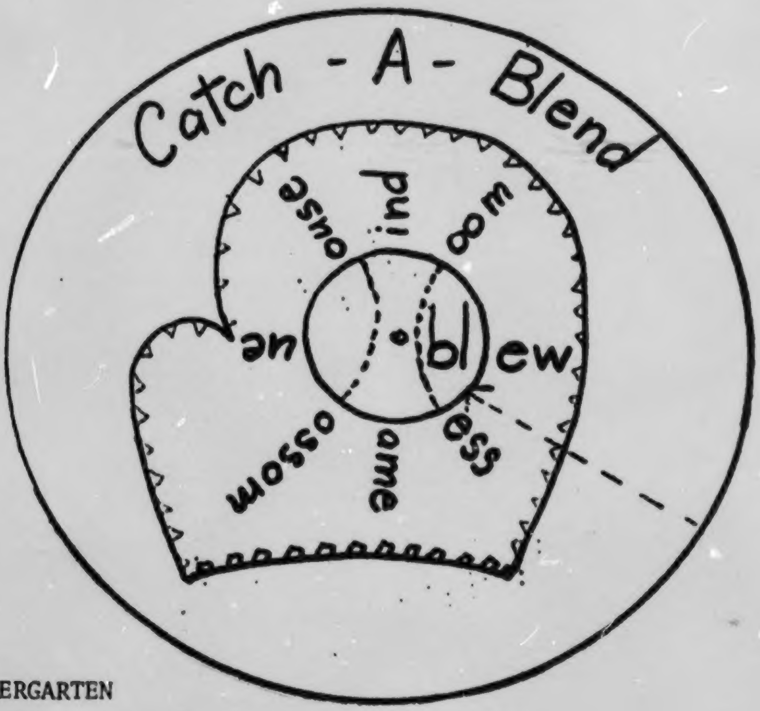
PHONICS ACTIVITIES AND STRUCTURAL ANALYSIS

FOR ALL

GRADE LEVELS



KINDERGARTEN

ELEMENTARY

MIDDLE

SECONDARY

SPECIAL EDUCATION

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INTRODUCTION

January 1978, ushered in a new era in staff development activities for Gary Community School personnel. During the first 6 months of operation, Teachers and Administrators alike benefited from a variety of in-service programs ranging from college course offerings such as "The Teacher and the Law", to informal sharing sessions during bi-monthly Arts and Crafts days. Feedback from many of these programs supported the belief that teachers were interested in improving classroom instruction and reducing burnout. They were seeking different and sometimes new methods of improving students' basic communication skills in reading. Teacher Center Staff determined to meet these teacher needs, and so launched Project GAR(R)Y:

Gary
Actively
Responds to the
Reading needs of its
Youth

began at the Teacher Center during a conference between Florence Sawicki, professor at Indiana University, Northwest and Sadie Shropshire, the Center's coordinator. The project has three interrelated components, all of which seek to improve both staff development and student achievement.

Component I offered a fifteen hour course which participants could take either for one credit hour through IUN or for professional advancement. This course "Reading in the Content Area", designed mainly for Secondary School teachers scheduled one session to each of the district's high schools, and of course the Teacher Center.

Component II has a core of 18 teachers in various schools who will employ special strategies in teaching reading. The strategies are their own, which they presented in project form while studying at Indiana University, N.W. Dr. Sawicki will serve as the advisor to each of these teachers, and will make scheduled school site visits, to their classrooms.

Component III is a compilation of representative basic skills (reading) units prepared by teachers of the Gary Schools. One copy will be placed in each of Gary's Schools where it can be used by other teachers.

Some individual teachers whose works appear herein will serve as presenters for future Teacher Center in-service programs. Hopefully, all of them will join in the 1980-81 project, and train to become teachers of Teachers.

This booklet represents combined efforts of the Department of Public Instruction, Indiana University Northwest and the Gary Teacher Center. Special thanks to Dr. Ronald Boyd, Associate Superintendent, and Staff director of the Teacher Center program for the technical assistance funds which financed 100 copies of the booklets.

Dr. Florence Sawicki collected the materials, offered it for publication, and edited the contents. Her help has greatly reduced the stress, and added to the enjoyment the staff received in implementing Project GAR(R)Y.

Sadie W. Shropshire
Coordinator
Gary Teacher Center

This book has been written by various teachers in the Gary School System

AND

because of the Gary Teacher Center it has come to be published for *all* teachers in Gary.

AND

the editing and organizing was by Dr. Florence Sawicki, Director of Reading Program at Indiana University Northwest.

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PREFACE

This book has been written by a number of teachers from the Gary School System who at one time or another have taken reading courses through Indiana University Northwest. These particular courses were offered at either Edison Middle or Westside High School. Attending the courses were teachers from kindergarten through high school, as well as some special education teachers.

The activities contained within these pages were first created and written as part of a course requirement. However, teacher enthusiasm led to the creation of some very exciting and creative ideas. Ideas, which the professor felt should be shared with other teachers.

Contact was made with the Gary Teacher Center, who also became excited about the material and could also see the value of having a piece of material such as this available for teachers in Gary. They in turn agreed to publish the book as well as make it available for Gary teachers.

Through the cooperation of these different groups of people a series of Books dealing with various reading skills for teachers K - 12 and Special Education has come to be. These books in no way are considered to be complete. It is intended to be a source of continuous growth.

The entire series will contain the following books:

Phonics Activities for All Levels

Structural Analysis Activities for All Levels

Context Clues Activities for All Levels

Vocabulary Development Activities for All Levels

Literal Comprehension Activities for All Levels

Interpretive Comprehension Activities for All Levels

Critical Comprehension Activities for All Levels

Directed Reading Activities for All Levels

Many of the game activities described within these books will be available at the Gary Teacher Center. Also, most materials necessary to make these games will be available for teachers to use.

Names of Teachers who have made a contribution to this book.

ELEMENTARY SCHOOLS

Brunswick	
Veronica Bryant	Kindergarten
Pitman Square	
Yvonne Clay	Elementary
Locke	
Shirley Thomas	Elementary
Ivanhoe	
Irma Glover	Special Education
Jefferson	
Adah M. Hull	Elementary
Banneker	
Elizabeth Paris	Elementary
Elementary Resource Teacher	
Juanita Walker	

MIDDLE SCHOOLS

Edison	
Mildred Adkins	English
Jordon Bonner	English
Richard Calloway	Reading
Carolyn Deggans	English
Carolyn Dongu	Math
Mario Dongu	Social Studies
Michael Foley	Social Studies
Catherine Gault	English
Dorothy Konopka	Librarian

Ruth Lovejoy	Speech
Barbara O'Brien	English
Thelma Rainge	English
Rosalind Sellers	English
Georgia Sims	Math
Alfreda Thomas	Language Arts
Prentiss Thomas	English
Tolleston	
Hiawatha Kittle	Special Education
Patricia Lovelace	Reading

SECONDARY SCHOOLS

Westside High	
Anner Barnes	English
Maryann Sherman Cage	Social Studies
Anna Davenport	Home Economics
Dolores Dowdell	English
Reginald Gray	English
Anna B. Johnson	English
Lucille Johnson	Librarian
Herman Langford	Social Studies
Darnell Wilder	Special Education
Pansy Williams	Home Economics
Johnny Williams	Special Education

And a special thanks to Les Payne without whose help these books could not have been written.

INTRODUCTION

Each book within the series is organized in the following manner.

I. A brief explanation of the skill is presented.

II. Following the explanation are teaching activities written and created by the various contributing teachers. These activities are arranged by the following grade level:

Kindergarten
Elementary
Middle
Secondary
Special Education

THIS BOOK IS DEDICATED TO

ALL THE

TEACHERS WITHIN THE

GARY SCHOOL SYSTEM

Printed March, 1980

WORD RECOGNITION

When we speak of word recognition skills we are really talking about four ways in which an unfamiliar word might be decoded by a reader. This might oocur either through Phonics, Structural Analysis, Context Clues, or Vocabulary. Each of these terms will be explained on the pages that follow.

A word of caution to the reader: "Ivory Soap may be 99 99/100% pure," but no rule related to word recognition achieves such a rating. The English Language is an inconsistent language. For every rule there is an exception. Perhaps it might be best if the reader first get in the habit of using such words/ phrases as: "usually," "generally speaking," "sometimes," "there are times when...," "in some instances;" before teaching word recognition. Once you feel that these statements can be said with ease and confidence then you can proceed to scan through the remaining pages. For when we are teaching word recognition we need to help the child be aware that there are no hard set rules to unlocking words. If we don't do this we may end up confusing a child and making the reading process that much more difficult.

PHONICS

Before one can teach or learn phonics one needs to first learn the letter names of the 26 symbols in our alphabet. How could a child answer the following question "What is the letter you hear at the beginning of the word BALL?", when he/she does not know the name of that first letter???? Therefore, the primary rule of teaching phonics is to first find out if children know the alphabet.

A second rule for phonics is to find out if a child is able to discriminate sounds. This is not the same as how well does one hear. Sound discrimination refers to one's ability to distinguish that when you drop a pair of scissors and a pencil you will hear two different sounds. In order for a child to utilize phonics as an aid in reading the child must have good auditory discrimination abilities. Without this discrimination one can attempt to teach a child forever more that there is a difference between long and short vowel sounds. However, if the child is not able to auditorially discriminate the difference, I suggest you give up and find other means of helping the child learn to read.

I am sure you have seen some of the alphabet coloring books readily available in our local stores. I am also sure you have at one time or another viewed the alphabet cards used in primary grades - the kind with a picture as well as the first letter of the word naming the picture. Let me ask you this, "What picture is usually shown for the letter "E"? Hum, hum! an elephant! Now when you say elephant what sound do you hear at the beginning of the word?--------"L", yes, we hear an "L" sound more than we hear an "E" sound.

Another typical occurance is that for the vowel letters as well as for a few consonant letters, we show pictures of only one of the sounds for that letter. For example, supposing a child was only exposed to pictures of aprons and angels in his/her coloring book as well as the class alphabet cards. You as a teacher are trying to help him/her unlock the word "CAN". You may say something like "What sound does "A" make?", and lo and behold you are given a long "A" sound as a response. Is the child wrong? Not really, especially since that is the only "A" sound which he/she has been shown through pictures.

In sum, I feel it is important that children should be helped to realize from the start, that some letters have at least two sounds. Care should be taken in the selection of pictures used to help children learn sounds. Some general guidelines are:

1. There should be two pictures available for each of the following letters: a,e,i,o,u,c,g,s,x, and z.
2. Stay away from pictures beginning with a vowel letter followed by l,r,u, or w.

3. Stay away from words that begin with digraphs ch, sh, th, and wh.

4. THE MAIN OBJECTIVE IS TO USE PICTURES WHERE THE SOUNDS OF THE LETTER NAMES ARE CLEARLY HEARD AND NOT DISTORTED BY WHAT FOLLOWS.

Following is a suggested list of the type of pictures one might use to introduce letter sounds to children.

A	Angel	Apple
B	Baby	
C	Cat	Celery
D	Dog	
E	Eagle	Eskimo
F	Feather	
G	Goat	Giraffe
H	House	
I	Ice	Indian
J	Jack-in-box	
K	Kangaroo	
L	Lamp	
M	Monkey	
N	Nest	
O	Oats	Octopus
P	Pail	
Q	Queen	
R	Rabbit	
S	Soap	Sugar
T	Tomato	
U	Uniform	Umbrella

V	Vase	
W	Watermelon	
X	X-ray	Xylophone
Y	Yo-Yo	
Z	Zebra	Zipper

A teacher may want to make a set of such alphabet cards for her students or she may even ask her aid to work on such a project. Milton Bradly does put out such a set, however, not all of the letters indicated above have the two different sounds. One can easily complete the set on their own.

Phonics refers to individual or combinations of letters that make a sound. Terms such as: consonants, vowels, digraphs, dipthongs, and blends are used to classify these various sounds. The various phonetic components are presented in the following manner:

1. The Concept
2. Examples
3. Rules/Exceptions

The order in which these concepts are presented is not intended to imply that this is the order in which phonics must be taught. Some authorities say teach vowel sounds first other say not, teach consonant sounds first. However, this author feels it is the concept that "letters make sounds" is what should really come first.

Furthermore, it is not intended to say that all the information about phonics is contained on the following pages. What follows are summaries about generalizations.

****

CONSONANTS

B	C	D	F	H	J	K	L	M	N
boy	cat	dog	fish	horse	jam	kite	lamb	money	nest

P	Q	R	T	V	W
puppy	quarter	rat	tire	vase	watch

CONSONANTS-2 OR MORE SOUNDS

	C	G		Y	
cat	cent	give	gym	city	cry
color	citizen	go	giant	country	by
cute	cypress	game	generous	baby	shy
		get			
		gum			

	X	Z	
x-ray	xylophone	zebra	zoo
			zipper

S

s	z	sh
say	his	sure
sell	says	sugar
sit	as	treasure

RULES

1. The initial presentation of "sound concept should be presented with words where the individual letter sound is distinct.

2. Some points about letter sounds:
   a. some letters will retain their letter name when used in a word.
   b. most of the other letters do not retain their letter name when they are used in a word: b,c,d, f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,z (depends),y,z (depends)

- c. for these letters the sound is learned by the mouth formation. For example: when you say "boy" the "b" is not heard as "b". The letter name changes, but what remains the same is the way the lips form when you say "b".
- d. sounds can either be sustained or distorted.
    1. a sound is sustained when you can hold the sound the letter is making or when you are saying the sound you feel a tickling vibration in the throat, e.g., "eating", "EEEEEEEEEE............"
    2. a sound is distorted when you cannot retain the sound of the letter, e.g., "jam", "JUH".

DIFFERENT CONSONANT SOUNDS

1. Hard and Soft sounds of "c"
    - a. "c" usually has the hard sound when it is followed by a, o or u.
    - b. "c" usually has the soft sound when it is followed by e, i or y.

2. Hard and soft sounds of "g"
    - a. most cases "g" has the hard sound.
    - b. usually has the soft sound when followed by e, i or y.

3. Three sounds of letter "s"
    - a. when "s" is at beginning of word and is followed by e, i, o or y it usually has "s" sound.
    - b. when "s" is at the end of word it usually has "z" sound.
    - c. when "s" is followed by "u" it usually has "sh" sound.

4. The consonant "y" is sometimes heard as a vowel sound. Either long e or long i. It is usually at end of the word when it makes one of these sounds or when it follows another vowel.

5. The letter "x" has two different sounds, the letter name "s" and sound of "s".

6. The letter "z" has two different sounds, the letter name "z" and sound of "s".

LONG VOWELS

A	E	I	O	U
angel	eat	ice	ocean	united
make	Zeke	mice	rode	cute
wait	meet	fife	toad	cue
	he		go	

RULES

1. Usually when there are two vowels together the first one is long and the second is silent.
2. When a word ends in "e" the first vowel is usually long.
3. When the only vowel in a word comes at the end of a word, it generally has its long sound.

EXCEPTIONS

LD	ND	GH	LD
gold	find	light	child
cold	hind	sight	mild

R

car	term	for	bird	fur
far	herd	corn	dirt	turf

L, LL, AW, and AU

talk	call	saw	haul

1. "OL, ND, GH, and LD"
   a. the vowel "o" followed by "ld" usually has the long sound.
   b. the vowel "i" followed by "nd", "gh" or "ld" frequently has the long sound.

2. Vowels followed by "r"
   a. when vowel is followed by "r" it is neither long or short

   1. "ar" gives the "r" sound as in "car"
   2. "er" is heard as "er" as in "her"
   3. "or" is heard as the word "or"
   4. "ir" and "ur" are heard as "ur" as in "fur", except when it ends with "e" as in "fire".
3. When a vowel is followed by "l, ll, w, or u" it is neither long nor short.

SHORT VOWELS

A	E	I	O	U
can	bed	slid	got	bug
man	get	his	hot	hug
tap	shed	kit	mop	cup
hand	pen	lit	slop	but

RULES

1. When there is only one vowel in a word the vowel sound is usually short.

2. When there is only one vowel in a syllable the vowel sound is usually short.

****

CONSONANT BLENDS

2 LETTERS

L	R	S
bl - black	br - brown	sc - scent
cl - clown	cr - crow	sk - skit
fl - flower	dr - dress	sm - smile
gl - glove	fr - freeze	sn - snow
pl - play	gr - grape	sp - spot
sl - slide	pr - prune	st - stant
	tr - tree	sw - swing

3 LETTERS

scr - scratch
spr - sprinkle
str - street
spl - splash

thr - through

RULES

These letters must be blended to arrive at correct sound. There are two and three letter blends and these can be grouped into three categories:

1. those with "r" as the second letter
2. those with "l" as the second letter
3. those with "s" as the first letter

****

DIGRAPHS

sh	wh	th		ch		
		voiced &	unvoiced	ch	k	sh
she	where	this	thing	chair	chorus	chef
short	while	that	think	chief	chord	chic
sheet	wheat	they	thick	change	chrome	chiffon

qu	ph	gh
quick	phone	laugh
queen	photo	cough
quart	Phillip	tough

nk	ng	ck	que
bank	bang	back	antique
sunk	king	pick	opaque
pink	song	duck	technique

RULES

1. Combination of two consonant letters which result in one speech sound. A given digraph may have more than one pronunciation but the letter combination results in a single sound in each case.

   EXCEPTION: when "o" follows "wh" the w is silent

   who
   whole
   whose

2. "TH" digraph can be voiced or unvoiced or to put another way, at times it can be sustained and at other times it cannot be sustained.

3. "CH" digraph has three different sounds: ch, k, or sh.
4. "u" will always follow"q". The two together make a "kw" sound.
5. "que" at end of words has sound of "k". Usually is blended with preceding syllable.
6. "ph" and "gh" can make an "f" sound.

SILENT LETTER COMBINATIONS

Double Consonants	kn	gh	ten
ladder	know	sigh	soften
fellow	knew	night	moisten
dinner	knight	might	tighten

ck	mb	wr
sack	comb	write
duck	plumb	wrote
black	crumb	wreck

RULES

1. In words containing double consonants, only one is heard.
2. In words beginning with kn, the "k" is silent.
3. The combination "gh" is usually silent when preceded by the vowel "i".
4. In words beginning with "wr" the "w" is usually silent.
5. In words ending with the syllable "ten" the "t" is often silent.
6. In words containing "ck" the "c" is usually silent.
7. In words ending with "mb" the "b" is usually silent.

VOWEL DIGRAPHS

ai		ay	ea		ei
nail	bait	may	sweat	meat	seize

ee	ie	oa	oe	ue
needle	flies	float	hoe	blue

oo		ow	
food	book	low	plow
room	took	snow	cow
tooth	foot	grow	how

RULE

1. Generally speaking, a vowel digraph is a combination of 2 vowels. The combination of which makes either a long or short vowel sound.

****

VOWEL DIPTHONGS

OI & Oy		au & aw		ou & ow	
oil	boy	caught	straw	out	down
coin	toy	sauce	law	house	plow
point	joy	taught	hawk	round	now

RULE

1. Two vowels together, each of which contributes to the sound hear. However, the sound heard is not clearly heard as a long or short vowel sound. In instances two different letters together can make same sound or sometimes same letter combination can make two different sounds.

PHONICS ACTIVITY

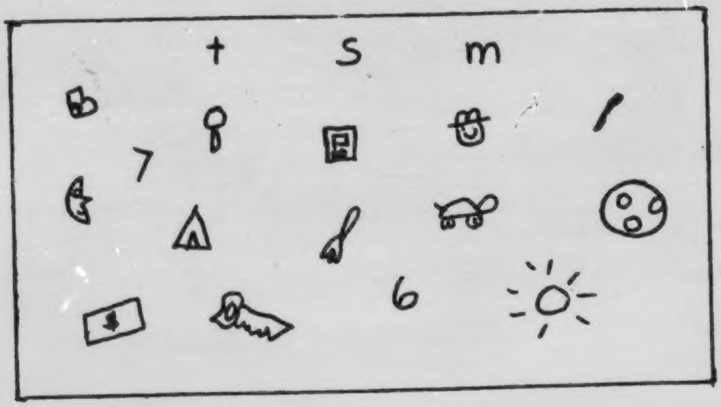
Phonics Board

Purpose: to identify beginning **consonant** sounds.

Materials: 18" x 24" tagboard or cardboard, ten pictures each for three beginning sounds, paste, clear contact paper to protect answerboard, masking tape to strengthen all edges, ten rings cut from the carrier fornd on sis-packs of beer or canned pap, container for rings, marking pen.

Procedure:

1. The letters for the three sounds to be studied are printed at the top of the pieces of tagboard.
2. Paste the thirty pictures rando[illegible] on the tagboard.
3. Cover the answerboard with clear contact paper and tape the edges with masking tape.
4. The child and teacher decide which consonant sound is to be reviewed and that letter is circled with a plastic ring.
5. The child then proceeds to circle all the pictures that begin with that consonant sound. One answer-board can be used three separate times, selecting a different sound each time.

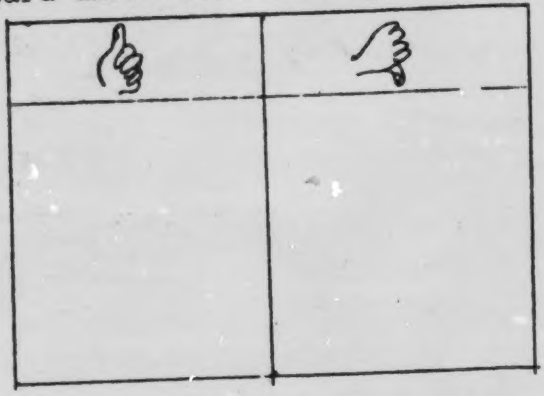


PHONICS ACTIVITY

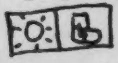
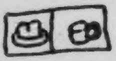
Thumbs up - Thumbs down

Purpose: to discriminate between picture carts that are alike and different in sound.

Materials: picture cards with two pictures on each (some with both pictures beginning with the same sound and some with different sounds) and a tagboard answerboard set up as follows:



Procedure:

1. The picture cards are placed face down in a pile.
2. The child draws a card from the top of the pile, and decides if the pair is similar in sound or different.
3. If the pair of pictures on the card is alike, the card is placed in the column under the "Thumb up." 
4. If the drawn card contains a pair that is different, the card is placed in the "Thumb down" column. 
5. The child scores a point for each correct match.
6. The pictures can be coded on the back for self-grading.

PURPOSE: To help students become aware of the sounds heard at the beginning of words.

MATERIALS: Duplicated sheet of letters with spaces for students to fill in, chalkboard, and chalk.

PROCEDURE: 1. Ask the students, "Have you ever just looked at groups of letters, such as LTZ and wondered what these letters mean? Let's use our imaginations."

2. Put the following on the board as an example. Remind the students that the three words must make sense together.

BOARD EXAMPLE:

LTZ

light tan zebra or Little Tommy zooms.

DUPLICATED SHEET:

1. AMR

What's your idea? Maybe you have more than one.

____

____

____

2. GHN

____

____

____

3. DWE

____

____

PURPOSE: To review consonant sounds.

MATERIALS: Chalkboard and chalk.

PROCEDURE: The teacher says, "I'm thinking of the name of a toy that starts with the same sound as baby. Can you guess what it is?"

Child: Is it boat?

Teacher: No, it is not boat.

Child: Is it book?

Teacher: No, it is not book.

Child: Is it ball?

Teacher: Yes, it is ball.

Children take turns as leaders. Each leader whispers to the teacher the word he has chosen to be guessed. The word to be matched and each word guessed is written on the board by the teacher. At the end of the game, the lists (to be pronounced in review) may look something like this:

baby	day	keep	toy
boat	duck	kite	top
book	dog	kitten	table
ball	dish	king	telephone

If a child calls a "c" word for the "K" sound, remind the child that the consonant "c" has the hard and soft sound. The child should already be aware of all consonant sounds before giving this review.

PURPOSE: To recognize the voiced and unvoiced consonant digraph th.

MATERIALS: Chalkboard, chalk, and duplicated sheets for each child.

PROCEDURE: For the (voice) th have children pronounce familiar sight words such as this, that, the they; then have them identify and sound the blend common to each. Write an, change it to than and have children pronounce it. In the same way change men to then, at to that, rose to those. Have children observe th as a medial or final element in such familiar words as mother and with.

2. For the (unvoiced) th the sight words three, both and thank may be used to introduce this sound. Write in and have children change it to thin; change sing to thing, row to throw, under to thunder, tick to thick. Compare the voiced and unvoiced sounds of th, by having, children notice the difference in the force of the breath as they hold their hand close to their mouth.

DUPLICATED SHEET:

DIRECTION: Write voiced or unvoiced beside each word below.

they_____ other_____ with_____ three_____ both_____
then_____ mother_____ bathe_____ thank_____ bath_____
then_____ father_____ smooth_____ think_____ breath_____
this_____ another_____ breathe_____ thing_____ path_____
that_____ brother_____ thin_____ tooth_____

PURPOSE: To recognize the consonantdigraph WH .

MATERIALS: Chalkboard

PROCEDURE: Write on the board such words as: when, what, why and which. Have children listen for the parts that sound alike as they pronounce them, then underline the part that is the same in each word. Sound wh and blend it with eat to make wheat; get whirl from girl, wheel from feel, whale from sale and whine from shine. Also help the children to gifure out words in which the wh has a medial position, as in somewhere and awhile.

2. Contrast the sound of wh with w by holding the hand near the lips. Notice the force of breath required in pronouncing words beginning with the consonant digraph wh as compared witht he words beginning with the single consonant w using the words below.

we	when
wide	where
way	white
will	which
work	wheat
wind	while
watch	whirl
wear	whale
with	wheel
wade	whisper

3. Write the following sentences on the board. Silent reading should precede oral reading of the sentences.

a. The dwarfs whistle while they work.

b. Watch the pinwheel whirl

b. How did Bobwhite get his name?

c. The nest is somewhere in this wheat field.

d. The lost puppy whined for his master.

e. Which will you wear, white or black shoes?

f. The wind whirls the windmills.

g. We looked everywhere for the wheel.

PURPOSE: To recognize the short i vowel sound.

MATERIALS: Chalkboard, paper, and pencils.

PROCEDURE: Write the word it on the board. Have children pronounce it. Cover t and have them pronounce the part they see. Do the same with in and is, covering the consonants and exposing the short vowel to be sounded. Have the following words pronounced:

big
bit
bid

him
hid
hit

Erase the final consonants in the first column of words and have children wound the remaining initial blends. Erase the the initial consonants and have the sound of short i given. So the same with the words in the second column. Build up words starting with short i, children pronouncing them as rapidly as they are written.

big	pig	will	with
in	pin	tin	thin
is	his	hid	him
it	lit	bit	sit
ill	hill	till	bill

Have the children copy the followingsentences and underline the words containing short i.

Five kittens lost their mittens.

Five the white chicks a fresh drink.

The children will write a fine story.

Here is a picture of six kites.

I can write with ink.

In nine minutes we will arrive in the city.

PURPOSE: To recognize the long i vowel sound.

MATERIALS: Chalkboard

PROCEDURE: Call attention to the words in some of the sentences used with the short vowel i sound, that another sound of i is heard. Point out the words white and fine. Alert students will notice "the i says its own name." Tell them that when the sound of the letter is the same as its name we call it the "long" sound. Then let them find all the words in the sentences containing the long i sound.

2. Using the same sentences a Vowel Game can be played. Choose a girl to be the "short Vowel Captain" and a boy for the "long Vowel Captain." As a third student reads the sentences one by one the captains name their words in order. For example, the boy begins by saying "five, long i" and the girls ays "kittens" and "mittens", the short i words. If either captain misses any word, the girls help the girl captain and boys their captain by giving the word missed. Thus every student is alert as they concentrated on the vowel sounds.

SENTENCES TO USE

Five kittens lost their mittens.
Give the white chicks a fresh drink.
The children will Write a fine story.
Here is a picture of six kites.
I can write with ink.
In nine minute we will arrive in the city.

PURPOSE: To discover the effect of final "e" upon the preceding vowel.

MATERIALS: Chalkboard, and paper.

PROCEDURE: Write the following words in pairs on the board and have the children pronounce them by pairs, noting in each case the difference in the sound of the vowel a in the words in the first column and that of the same letter in the second column.

can	cane	at	ate
man	mane	cap	cape
Sam	same	pan	pane

Ask the children to look at each pair of words and tell what is different about them. They may say that the words in the last column have the letter e at the end. Ask, "How does the letter e change the sound of the vowel a which comes before it in the word?" "Can you hear the sound of e?" By such questioning help children to arrive at the simple generalization which will serve as a general rule.

2. Have children find other words to which this rule applies. They should know and be able to tell that the sound which is like the name of the letter is called its long sound, and that the other is called the short sound.

PURPOSE: To teach the diphthongs oy and oi.

MATERIALS: Chalkboard

PROCEDURE: Write on the board sentences illustrating the use of these vowel diphthongs, and have students note the sameness of the sound in the diphthongs.

EXAMPLE SENTENCES:

This boy wiil get a new toy for his birthday.

He can make a loud noise with it.

Then have them pronounce other words containing these sounds.

oy		oi		
boy	toy	noise	point	spoil
toys	enjoy	join	voice	moist
boys	joy	choice	oil	poison
	destroy		soil	

The following sentences will provide further practice in recognizing the diphthongs.

Roy may join the band.

You may take your choice.

My pencil has a sharp point.

We enjoy listening to a pleasent voice.

The rain spoiled our fun.

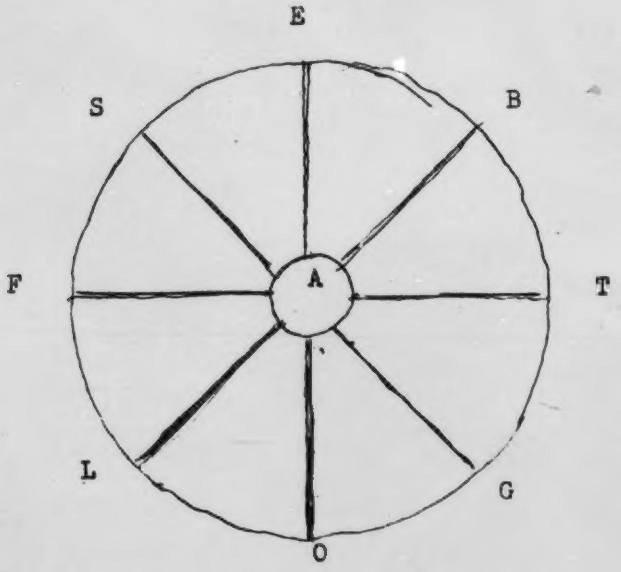
This plant will grow in moist soil.

The men will destroy the poison ivy.

PURPOSE: To challenge spelling by using phonics skills.

MATERIALS: Duplicated wheels and lined paper to be used for words.

PROCEDURE: Ask the children, "How many words can you make by using the letters in Wheel I? You must move from point to point without skipping a letter, and you may not repeat a letter in a word. For example: F-L-A-G."



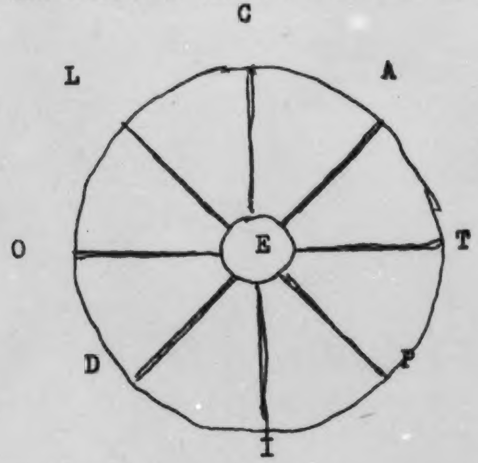
POSSIBILITIES:

lo
go
golf
flog
tag
gab
bag
lag
beat
seat
sat

fat
bat
sag
gas
float
flat
as
at
oat
oaf
goat

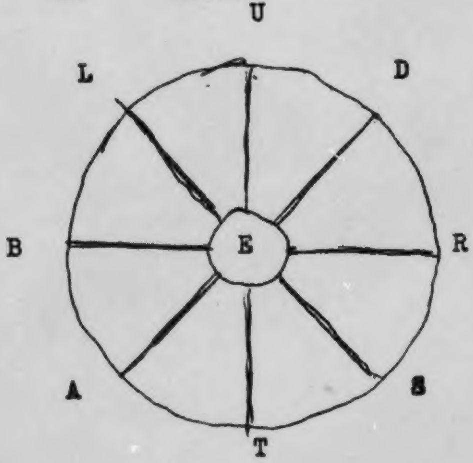
be
sea
seal
seat
goal
eat
fa
la
tab
log

"How many words can you make by going from point to point on Wheel II? On Wheel III? You may not skip letters or use a letter twice within the same word."



POSSIBILITIES

clod
dip
cat
eat
pi
pet
pea
idol
die
at
lei
pied
peat
let
cleat
led
diet
doe
pie
tea
lo
lea
dole
ate
ace
idea
lode
ode



POSSIBILITIES

stable
able
red
tea
set
best
blue
tab
eat
stab
deb
bet
table
due
seat
bed
rest
duel
bat
blest
lea
led
bled
lest

PURPOSE: Given two common words pronounced by the teacher, (e.g., man-pet, ball-boy), the child is able to tell when the words begin alike. (This is a review lesson assuming children have been introduced letters and sounds in early first grade or kindergarten.)

MATERIAL: Haughten Mifflin; Guide to Jack and Janet, pp. 27-30. Phonics Games in room: Phonics We Use, Learning Game Kit, Lyon and Carnahan (1) Old Itch (2) Spin-a Sound)

PROCEDURE: Since children are especially interested in their own and their friends' names, given names are a good starting point for auditory discrimination activities.

(1) Ask whose name begins with the same sound.

(2) Ask who has a friend or a sister whose name begins like Betty's.

(3) Ask children if they can think of things that have names that start with the same sound as their names do.

(4) Arrange children's names alphabetically and read them. Have each child stand when he hears his name.

Select four letters and have children collect pictures of objects that begin with the sound. Have them assemble them on a chart. Do this until all sounds have been collected.

Note: May take several lessons.

PURPOSE: To reinforce beginning consonant sounds.

MATERIALS: One bean bag or ball.

PROCEDURES: The teacher or leader says a key word to the group, (e.g., button). Each child in turn thinks of a word that begins with the same sound as the key word, (e.g., book). If the child is correct, the teacher or leader tosses to him the bean bag and he return it.

One variation is to have the child that catches the bean bag, toss it to the next child who responds correctly.

NOTE: This game may be used for ending consonants, digraphs, etc.

PURPOSE: To reinforce beginning consonant sounds.

MATERIAL: Section an 8" X 6" cardboard into 16 equal sections. Label one section Bb (letter producing beginning sound being studied) These boards should be made up before lesson.

PROCEDURE: Supply child with an assortment of 2" X 1½" pictures of objects. The child selects pictures whose names have the same beginning sound as the label on the card. When card is filled, teacher can quickly check (child names pictures).

Note: Pictures may be obtained from old workbooks and/or duplicating materials.

Teacher may have several cards with different letters for practice.

PURPOSE: Given two common words pronounced by the teacher (e.g., bat-hut, six-sit), the child is able to tell when the words do and do not end alike.

MATERIALS: Wisconsin Design Reading Skill Development
Houghton Mifflin Reading Series - Workbook
pp. 24-25.

PROCEDURE: Say to the child, "I'm going to read some words to you. These words end alike. WALL - BELL, FROG - RAG, HIM - JAM. I'll read more words. Tell me whether they end alike."

Read aloud:

1. bat - hut
2. pen - can
3. pig - pin
4. ant - hot
5. cap - cot
6. car - pit
7. nap - lip
8. cat - pan
9. six - pit
10. book - milk

Children can use worksheets with pictures to indicate whether pictures have same ending sound.

Note: Several lessons should be conducted on final consonants. Taking four or five letters a session.

PURPOSE: Given a word pronounced by the teacher (e.g., bat, car), the child is able to give the letter that makes the ending sound.

MATERIALS: Houghton Mifflin - Guide to Jack and Janet, pp. 196-197, Workbook, pp. 40-41.

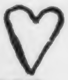
PROCEDURE: Say, "I'm going to read some words. Tell me what letter makes the sound that stands for the sound you hear at the end of the word.

Read aloud:

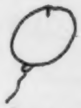
1. hat
2. tin
3. cap
4. far
5. leg
6. duck
7. off
8. tub
9. red
10. Sam

Child can use the workbook pages with pictures and indicate what letter is being considered at the end of the picture word.

Example:



hear__



balloo__

PURPOSE: To recognize among several auditory and visual symbols the consonants in the final position. To decode final consonants in printed words.

MATERIALS: Audio Reading Progress Laboratory, Progress Book: pp. 16-18, Cassette tape and set.

PROCEDURE: Use of audio equipment - set up and check volume etc. Children will need pencil and Reading Progress Book. Be sure children are following directions and are marking their responses. After the lesson is completed and audio is turned off, total the number of child's correct responses to the Evaluation Questions. Record on Student Progress chart. This way the child can keep a record of his own score.

Note: Some children need to work on several lessons to master the skill.

PURPOSE: The child is able to give the sound and letter name of the vowel in single syllable word with a single short vowel sound (e.g., man, duck, doll, hop).

MATERIALS: Houghton Mifflin Reading Series

A set of cue cards for vowels in initial position and medial position. These may be made by teacher.

Example of initial position:
apple
egg or Ed
ox or octopus
igloo or indiana
umbrella or up

Example of medial position:
cat
bed
pig
top
bug

PROCEDURE: Say, "does the vowel in at sound like the vowel in apple? Raise your hand if it does." Use the resource list of words that you have selected. The same procedure may be used for all vowels.

If child seems to be following others in group by raising his hand, have children close their eyes.

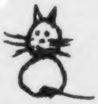
PURPOSE: To reinforce short vowel sounds.

Reinforcement of word building with short vowels.

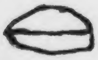
MATERIALS: Next Steps in Phonics, Whitman Publishing Co. pp. 29, 48 and 49.

PROCEDURE: Child is given a page with pictures and words with the vowel letter omitted. Child is asked to say picture and tell what is the missing vowel sound. Child is asked to write the letter that stands for that sound.

Example:



c__t



n__t

6

s__x

Several practice lessons may be used.

PURPOSE: To reinforce short vowel sounds.

MATERIALS: Paste, newsprint or brown wrapping paper

PROCEDURE: Have children make a collection of pictures and/or objects which have a specific vowel sound. After they have said the correct vowel sound the picture may be pasted on the chart under the specific vowel sound.

PURPOSE: Students shall learn consonant-digraph sounds

MATERIALS: Student supplied newspaper or magazines, dictionaries, paper, and pencil.

PROCEDURE: (1) Each student shall select four words they wish from one article - as long as they contain consonant digraphs - and write them on a sheet of paper.

(2) The student shall then use the same paper or magazine to find ten other words that have the same digraph as one of the original four. These ten shall be written next to the original. (forty total)

(3) After finding ten words for each original, the student will mark an N (for no) next to each of the ten words that have a different sound than the original digraph and a Y (for yes) next to those that have the same sound.

(4) Each student shall then take a turn pronouncing his list of words and explaining if the digraph sound is the same or different.

(5) Students can use dictionaries for evaluation.

PURPOSE: To have studants review vowel sounds.

MATERIALS: Casette recorder and prerecorded tape (the tape will have 20 different words using each of the five vowels four times with either a long or short sbund)

PROCEDURE:

(1) The tape will be played slowly in order that each word may be heard separately.

(2) Students may volunteer to identify the vowel, whether the vowel is long or short, and also to spell the word.

(3) The student shall receive one point for each correct identification and spelling.

(4) The teacher shall make sure not to call on a student more than once until all others have either been called upon or cannot volunteer.

(5) After the 20 words, students shall alternate giving their own words and volunteers shall continue to make identifications.

PURPOSE: The students will identify root words when new parts have been added to the word, and the word's spelling changes.

MATERIALS: Chalkboard, paper, pencils.

PROCEDURE:

1. Write the following words on the chalkboard:

   factual
   unattractive
   imaginative
   presweetened
   nonelastic
   huggable
   friendless
   immovable
   unconscious
   indivisable
   entrusting
   memorial
   joyously
   translator
   dissatisfied
   overreaction
   thievishness
   semimettallic
   reconstruction
   inoculation

2. Instruct the student to find, and then write the root words of each word on the chalkboard.
3. Remind them that if there are spelling changes, write the root word as it appears by itself.

PURPOSE: The student will improve reading comprehension of the "ou" combination.

MATERIALS: Crossword puzzle from Scope Magazine.

PROCEDURE:
1. Distribute puzzles and let students work independently for a designated time period.
2. Exchange papers, check and discuss.

* Sample to follow.

FACE FACTS.

4. **A year 'round problem:** Changing seasons play havoc with your skin? In winter, it's too oily? In summer, it's too dry? Counteract all that with Cuticura.

5. **A simple solution:** Cuticura's the solution for too-oily skin. It's medicated to help control bacteria and breakouts. And its rich lather gets way down into pores to clear out excess oil.

6. **A fresh start:** Cuticura leaves your skin soft and fresh, thanks to its special emollients. No more flaky, dry look.

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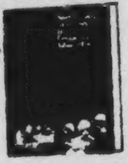
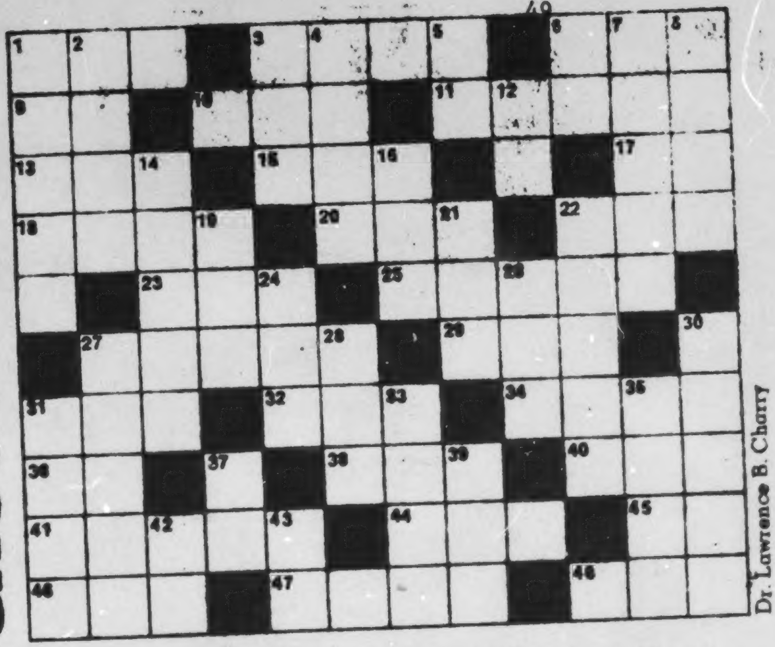


CROSSWORD



Dr. Lawrence B. Charry

THE *OU* COMBINATION

The *OU* combination often sounds like *OW*, as in *NOW, COW*. Examples: *FOUND, COUNT*. In this puzzle, there are 13 *OU* words that have the sound of *OW*. These words are starred (*).

ACROSS

*1. Opposite of *in*.
*3. 60 minutes.
6. Suffix meaning *one who does*, as in *violinist, typist*.
9. Utah (*abbrev.*).
10. Nickname for *Louis*.
*11. The part of your head containing teeth and tongue.
13. A short sleep.
15. To make an effort; attempt.
17. Vowel combination in *coat*.
18. To cut into small pieces; rhymes with *crop*.
20. To use needle and thread; same sound as *so*.
22. To place; to set.
23. A kind of vase; rhymes with *turn*.
*25. To yell; to speak very loudly.
*27. The long nose of a pig; rhymes with 25 ACROSS.
29. A night bird that hoots.
31. Top layer of the soil; rhymes with *rod*.
32. Opposite of *bottom*.
34. Female name; ___ Fitzgerald.
36. Vowel combination used in this puzzle.
38. Past tense of *win*.
40. Male child.
41. To bring together as one, rhymes with *tonight*.
44. Prefix meaning *one*, as in *unicycle, uniform*.
45. United Kingdom (*abbrev.*).
46. Roads (*abbrev.*).
47. A brief letter; also, a reminder or memo.
48. Short for *advertisements*.

DOWN

*1. One-sixteenth of a pound.
2. A Western state.
3. Opposite of *cold*.
*4. Belonging to us, same sound as *hours*.
5. Room (*abbrev.*).
6. Indiana University (*abbrev.*).
*7. Strong, heavy; not thin; rhymes with 25 ACROSS.
8. Opposite of *this*.
12. Opposite of *off*.
*14. 16 ounces.
16. Is your answer ____ or no?
19. Short for *professional*.
21. Question word. Which person?
22. Tugs; opposite of *pushes*.
24. Dried seed or fruit, such as a pecan, or a cashew; rhymes with *but*.
26. To be in debt.
*27. A noise; rhymes with 14 DOWN.
28. To pull along with a rope or chain; same sound as *toe*.
30. Buildings where money is kept.
*31. Not sweet; rhymes with *flour*.
*33. To push out your lips when angry or annoyed; rhymes with 1 ACROSS.
*35. Opposite of *quiet* or *soft*, rhymes with *proud*.
37. That thing.
39. North northeast (*abbrev.*).
42. I am, you are, she ___.
43. Suffix meaning *made of*, as in *wooden, woolen*.

PURPOSE: To strengthen students knowledge of phonics. To encourage student to enjoy and take an active part in class discussions.

MATERIALS:
Flash cards
Ink markers
Score keeper
"King Phonics"
Cardboard
Paper, pencils

PROCEDURE:
A. Have students make flashcards showing consonant blends, single consonants, long and short vowels, digraphs, and diphthongs.

B. Eact student should have one card (minus one).

C. Sample:

sl	ou	ĭ	ch	o͝o	en

D. All students except the person who is Phonics "King" will be seated, holding a sound card. The "King" has no card or seat. He should stand at the front of the room. The class will hold their cards so the "King" can easily see each one.

E. The "King" calls three sounds. The students holding cards with those sounds must quickly write words which contain their sound.

F. The first student to finish and get all words correctly, should become the new "King Phonics".

PURPOSE: To help students recognize and use the sounds most commonly associated with the (21) consonants.

To help students use key techniques to determine the characteristics of each letter. Example: (some letters are hard, soft or silent).

MATERIALS: Two (2) teams

List of categories (things interesting to the students)
Examples: toys, games, cities, records, dancers, dances, singers, etc.

Blackboard

Chalk

Leaders

PROCEDURE: A. The leader of Team I names a category, from the list given on the board.

Example: singers

B. The leader of Team II will name a letter of the alphabet. "J"

C. The leader on Team I will call the name of a singer or group that begins with the letter "J". (Jackson Five) He also has to give the sound of the "J".

D. The leader of Team II will call the name of another singer. (Jermaine Jackson)

E. The two players alternate responses until one cannot think of another name to say.

F. The player that names a word last, scores a point for his/her team. The two players go to the foot of the line, and the next person on each team moves up to become the leader.

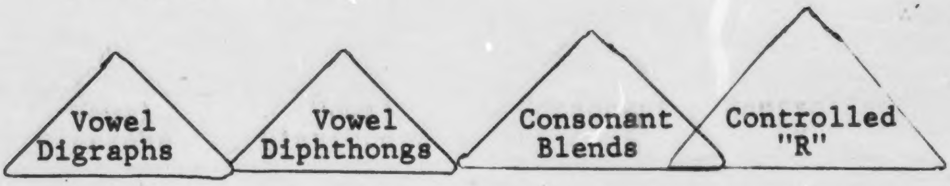
G. The head leader will then call a new leader for the team. The new leader will again alternate in selecting a category and call a response. (Categories should change whenever necessary.)

H. At the end of the playing time, the team with the most points wins,

PURPOSE: To give students a review of all phonics lessons. To clear up all variabilities and inconsistencies of consonant and vowel sounds, which are often a source of difficulty in this subject.

MATERIALS: Pyramids (containing hidden categories.

Examples:



A leader.

Score keeper.

"Gonger".

Two teams.

PROCEDURE:

A. The captains of "Team I" names a category (team choice).

B. The leader pulls the 30 cards behind this category.

C. The leader mixes up the cards. He gives each student a clue about the category.

Example:

CL	Clue:	Answer
The card	A funny person	CLOWN
BL	Clue:	Answer
The card	A color	BLUE

E. The two players alternate responses until one cannot think of another name to say.

F. The player that names a word last, scores a point for his/her team. The two players go to the foot of the line, and the next person on each team moves up to become the leader.

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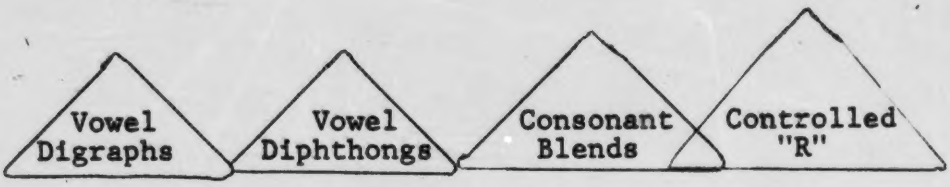

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Score keeper.
"Gonger".
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Example:

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BL	Clue:	Answer
The card	A color	BLUE

D. The leader moves from "Team I" first person, to "Team II" first person.

E. The score keeper keeps the scores of each team. Each team gets one point for each letter.

F. At the end of the categories, the team with the most points wins the game.

G. Each student must:

1. Say the word;
2. Spell the word;
3. Say the phonics generalization;
4. Keep a record of all vowels;
5. Keep a record of all words given;
6. And keep their score.

H. In case of a tie--the team who can construct a good sentence using the words, gained in the game; wins the $20,000 phonic pyramid.

PURPOSE: To help student recognize words which are not known to them and use one of the word attack methods studied to derive its pronounciation and meaning.

MATERIALS: Pictures.
Paper.
Pencils.

PROCEDURE: A. The instructions are as follows:

1. At the left, on your paper, write any word that starts with "a". Below it write a word that starts with "b". Below that write any word that starts with "c", etc., until you have completed a column of 26 words; one for each letter in the alphabet.

B. Select a key letter. The class might select "t".

C. Opposite each word in the left hand column, write a word beginning with "t" that is somehow related. The "t" word might describe the alphabet word; or name another type of object; form a compound; etc.

D. A partial list might look like this:

Alphabet Words	"t" Words
animals	turtle
barber	towel
country	Turkey
drum	tambourine
elephant	trunk

E. The example should be placed on the blackboard--have the students help with each column.

F. When checking students' papers, accept any response they can justify by logical relationship.

Example: When the key letter is "s", one child wrote the word strawberries-----sick. Upon questioning the student, he explained he was allergic to strawberries; thus a cause/effect relationship, not obvious at first glance! sick!

PURPOSE: To review long and short vowel sounds in words.

MATERIALS: Chalkboard, paper, pencils, dittoed lists, selected passages from a reader, or spelling books.

PROCEDURE:

1. Teacher can write vowel sounds on board.
2. Ask students to give representative words for each sound.
3. Pass out lists and ask students to underline vowel sounds and indicate whether long or short.
4. The cloze procedure can be used with words left out from a story passage.
5. In the blanks that are to be filled in indicate over blanks whether a long or short vowel is to be inserted.

PURPOSE: To be able to distinguish the differences between the sounds of consonant digraphs, wh, ch, sh, th, and correctly identify them.

MATERIALS: Tape recorder, cassette, earphones, worksheets and pencils.

PROCEDURE: This activity works best when used with from 4-6 students. I would record a lesson, in which I pronounce words containing the above mentioned digraphs in initial, medial and final positions.

Worksheets would be typed and run off to accompany the tape. The students would circle the digraph that they heard when the teacher pronounced the word.

Example:
The word chair would be pronounced for number one. On the worksheet for number one these digraphs would be given; sh, th, ch, wh, ph or gh.

Finally, as a more reliable means of evaluating students, and in order to decrease the guessing factor, they would be required to write the digraph that they heard.

Example:

The words dish and ship would be pronounced. Therefore, the student would be expected to write sh.

PURPOSE: To be able to recognize and identify short vowel sounds.

MATERIALS: A pizza wheel, construction paper, scissors, a marker, clip type clothes pins, glue and a small box (cigar or pencil box).

PROCEDURE: Write each vowel sound on a small square of construction paper (3" x 2"), then glue these squares around the edge of the pizza board.

Make up ten words for each vowel sound (include some long vowel words), and put inside the box.

Each student draws a word from the box and pronounces it. If it contains a short vowel sound, he clips it to the board over the correct symbol. If it contains a long sound, he/she places it on the desk.

This is an excellent way to assess the student's understanding of short vowel sounds.

I have used this activity with groups of 4-6 students. However, it also works successfully when the more able students assist the slower ones. In this way, both students are receiving reinforcement.

PURPOSE: Students will be able to make discriminations and relate vowel sounds and letters.

MATERIALS: Filmstrip (SUE Basic Phonics: 2-letter vowels), filmstrip projector, chalkboard.

PROCEDURE:
1. Teacher use filmstrip as basis for lecture.
2. Explain each rule.
3. Relate each rule on film with statement on transparency.
4. Ask for additional examples for each rule.
5. List examples on chalkboard.

Carolyn Deggans

PURPOSE: Introduce unit on long vowel sound - two vowel letters together.

MATERIALS: Transparency (Word Study), overhead projector.

PROCEDURE: Students pronounce each group of words at the top of transparency #22. Discuss statements at bottom of page as they are related to words at top.

PURPOSE: The students will identify the letters representing vowel digraphs by recognizing the letter that represents that sound in oral words; or by identifying the printed word which contains that oral sound.

MATERIALS: Ditto sheets - spelling oi and oy words
Record player
Record - Sound Skills (Vowels)

PROCEDURE:

1. Write boy, and boil on the chalkboard. Explain to the students the letters oy and oi spell the same vowel sounds.
2. Write boy, toy, joy; oil, boil, toil; join on the board. Have pupils say each word and use it in a sentence.
3. Write the following pairs of words on the board, and have pupils read each pair as I point to it.

   bay - boy   jay - joy   Roy - ray
   troy - tray   ail - oil   tail - toil
4. Have the students write the word boy. Have them write as many words as they can for the oy and oi pattern.

PURPOSE: The students will identify the variant sounds of the same vowel and discriminate among them by choosing the word with the same vowel sound as a given printed word.

MATERIALS: Filmstrip projector
Filmstrip - Vowel Sounds (Short-Long)

PROCEDURE:
1. Introduce the rules for the variant sounds represented by the letter a as in was and as in war.
2. Write the word was on the chalkboard; have the pupils say the word and use it in sentences.
3. Write the words want, wash, swan and swamp. Have students say the words.
4. Write the words war, swarm, quart, and quarterback on the chalkboard. Have students say each word and use it in a sentence.
5. Have students write as many words as they can containing the (wa) pattern, (example: want, wasp, wash) or write as many words as they can containing the (w)a(r) pattern, (example: war, warm, warn).
6. Show filmstrip - Vowel Sounds.

PURPOSE: The students will identify the letters representing consonant digraphs by recognizing the letters that represent that sound in oral words; or by identifying the printed word which contains the oral sound.

MATERIALS: Ditto sheets
Pencils and theme paper
Filmstrip projector
Filmstrip - Consonant Blends - Digraphs

PROCEDURE:

1. Introduce words with the consonant digraphs ch as in chair, much, and tch as in catch.
2. Write examples on the chalkboard and have them pronounced.
3. Give students a ditto sheet with sentences the students have to complete with consonant digraphs. (example: Rats like to eat cheese.)
4. Have students put ch before the patterns: eep, eer, eese, ase, ime, ose, and have pupils say each word, and write a sentence using each word.

PURPOSE: Student shall correctly pronounce initial consonant blend(s).

MATERIALS: Flip flash cards with blends and word (letter) patterns; group or pair of students.

PROCEDURE: Student looks at word, e.g., blew and pronounces it.

The consonant blends flip over the word ending.

Word lists such as: blew, crew, strew, brew, flew, drew, stew.

Flash, clash, crash, splash, slash, stash.

Evaluation by partner or group member.

PURPOSE: Each student shall identify all items on a page beginning with a given consonant.

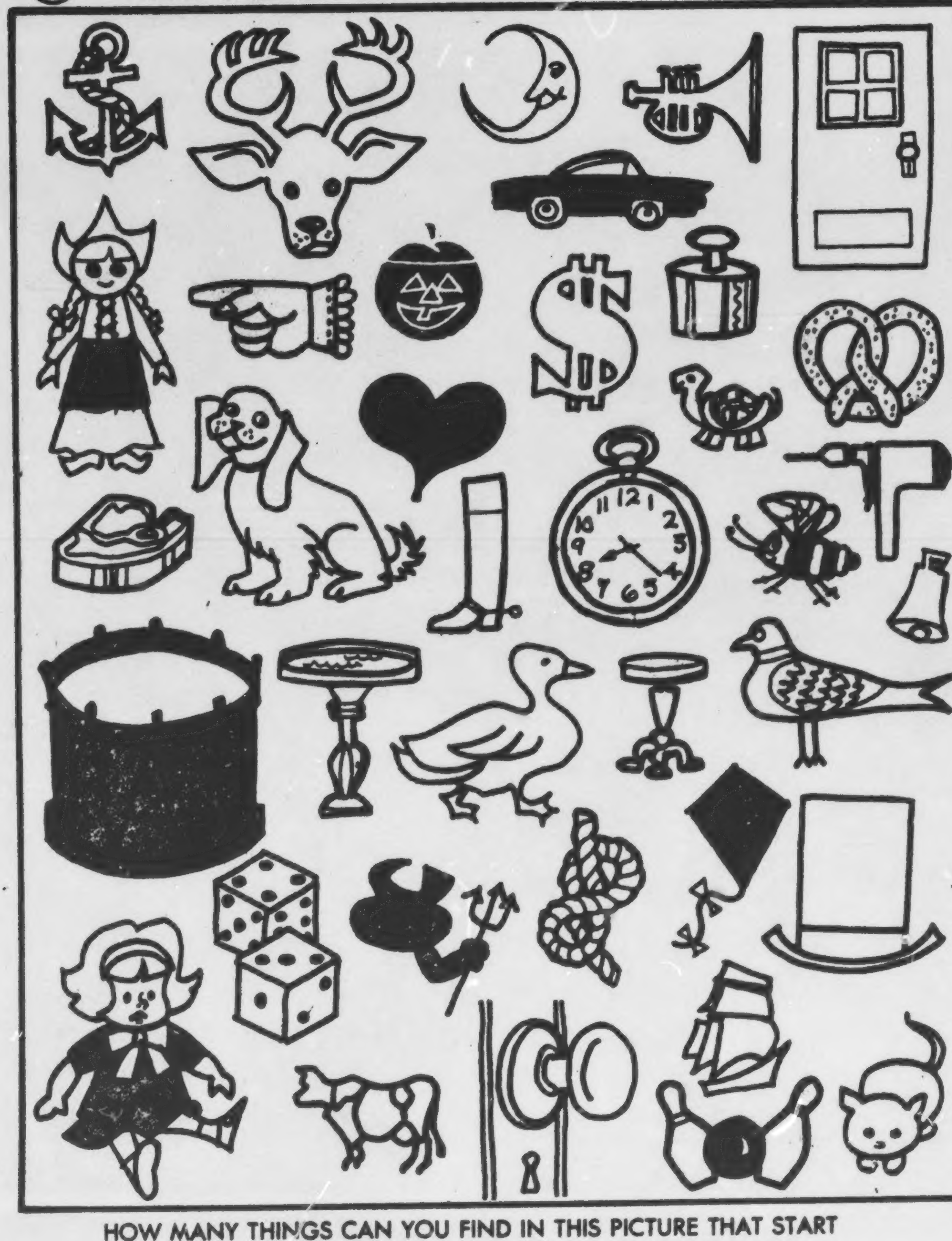
MATERIALS: Worksheet of a picture.

PROCEDURE: Discuss items that may be confusing as to name before distributing picture.

Review the chosen consonant and sound when given the picture, eact student shall individually mark all items beginning with that sound/letter.

㊸ MAGIC LETTER

Answer on page 75



HOW MANY THINGS CAN YOU FIND IN THIS PICTURE THAT START WITH THE LETTER D? CIRCLE ALL THE THINGS YOU CAN NAME.

PURPOSE: Student shall recognize pictures of items beginning with a given consonant.

MATERIALS: Magazines, catalogs, newspapers, any other printed pictorial matter, scissors, glue/paste, construction paper, poster board.

PROCEDURE: Each student shall create a montage with pictures beginning with a given, specific consonant.

Purpose: Students will be able to define a term using context clues.

Materials: Sentence given, paper, pencil

Procedure:

1. Students will be given the following statement:

   The culture of a group of people, or a particular form of civilization, is usually practiced and passed down from generation to generation.

2. Students will define the term culture using this sentence.

3. What signal in the sentence tips the student off to the definition. (comma, or)

Purpose: Students will be able to state the rule for adding the suffix onto a word.

Materials: dictionary, language arts grammar books, paper, and pencil.

Procedure:

1. Students will work with the word "multiply."
2. Students will state the rule for adding the suffix "er" onto a word ending in "y".
3. Students will then give the proper spelling of the word multiply when the suffix "er" is added.

Purpose: Students will learn the meaning of the prefix "un", and what it does to the root word.

Materials: dictionaries, paper, and pencils

Procedure:

1. Using the terms "fraction", "like fraction", and "unlike fraction," students will define the three terms. (using dictionary
2. Students will compare and contrast the definitions of "like fraction" and "unlike fraction."
3. Students will indicate what the prefix "un" means.
4. Students will indicate how the prefix "un" changes or does not change the meaning of the term "like fraction."

R. LOVEJOY

Objective:

Student should make words containing ou and be able to put them in groups under the eight sounds of ou.

Material:

Scrabble Scoring Anagrams

Paper and pencil

Procedure:

Play Scrabble using only words containing ou.

Then list these words under the Key words with the same sound.

There are eight groups.

Examples:

South	ou	tough	ŭ	Soul	ō
______		______		______	
______		______		______	
______		______		______	
bought	ô	soup	ü	would	u̇
______		______		______	
______		______		______	

Objective:

The student should identify on his copy, the incorrect sounds produced by the teacher.

Material:

Each student to have a copy of the prepared script and a pencil for marking.

Procedure:

The teacher should not overlook the importance of the student's ability to hear misplaced or mispronounced sounds.

a. The teacher should recite to the class and make errors in pronunciation.

b. The students should circle the teacher's errors on their own scripts.

Examples:

Teacher Sounds	⟷	Script
Dis is da way we do dat.		This is the way we do that.
I'm gonna go to town.		I'm going to go downtown.
Tie your choes.		Tie your shoes.

Objective:

Student should recognize how accent changes vowel sounds, using the three syllable word game poster.

Material:

Poster of three syllable words.

Student have pencil and paper.

Procedure:

Given access to the word game poster of syllables write these words, then rearrange the three syllables to form two, two syllable words.

Mark the accented syllable in each word.

Circle the syllable that is the same in each set of words.

Then write the symbols that tell what vowel sound the circled syllables contain.

R. Lovejoy

Objective:

The students should pronounce correctly the listed word showing sound changes and then make their own list of problem words.

Materials:

Poster on the wall DON'T CHANGE SOUND, dictionaries, paper and pencil.

Procedures:

The poster DON'T CHANGE SOUND will show words in which the sounds have been changed. Students will study these words and then prepare their own lists of problem words.

Example:

status - like state
(not like hat)

data - like date
(not like cat)

greasy - like fleecy
(not like easy)

Objective:

Make words.

The student should put words together using sound groupings listed on a chart.

Complete 10.

Material:

Large chart

Paper and pencil

Procedure:

The chart contains sounds groupings (not syllables).

Move from any square to any other that touches it, across, up, down, or diagonally, until you have completed a word.

Write them first as they are shown by sound and then rewrite them for spelling in syllables.

I Word Recognition: Phonics = Consonants

Objective: To teach the students how to learn the relationship between the English they already speak and the language they are learning to read and spell.

Materials: Phonics books available, phonics charts in the room, blackboard, erasers, chalk, paper, pencils, ink pens, and students' desks arranged into three groups. Two rows of five seats makes a nice group.

Procedure:

1. Explain that the English language has 26 letters in the alphabet and these letters represent the 44 or 45 phonemes (sounds) of their language.
2. From our Foreign Language Corner, discuss aspects of the Puerto Rican and Mexican language, with the help of students who speak it in the class. Also discuss Latin as the root of all the languages: Spanish, French, Italian, etc.
    a. Review the Hawaiian language whose words consist mostly of vowel sounds. Explain that Hawaiian has only 12 letters, all of the vowels: a, e, i, o, and u, and the following consonants: k, h, l, m, n, p, and w. ALOAHA
3. From research done explain that it has been best to develop sound symbol correspondence with consonants before vowels, because consonants maintain their sound symbol regularity much more than most vowels. Examples: b, represents the sound heard at the beginning of baggage, bakery,etc.
4. Consonant Game:
   Write on the board the example below and tell the students or let them guess (using context clues) the names of 10 state capitals. Stress that each blank stands for a missing CONSONANT. Other good categories are countries, famous people, trees, flowers, fruits, their teachers, or their peers.

a. __ __OE__I__	PHOENIX
b. __A__ __ A__ __EE	TALLAHASSEE
c. __O__U__ __ U__	COLUMBUS
d. __A__ __ I__ __	LANSING
e. __A__A__E__O	SACRAMENTO
f. __E__E__A	HELENA
g. __IE__E	PIERRE
h. O__ __ __ __IA	OLYMPIA
i. __O__E__A	TOPEKA
j. __A__ __ __I __E	NASHVILLE

II: Word Recognition: Phonics = Vowels

Objective: To teach students the vowel sound-letter associations, and the study of generalizations governing the wowel souns in words.

Materials: Phonics books pertaining to wowels, phonics charts about vowels, blackboard, erasers, chalk, paper, pencils, ink pens, and students's desks arranged in to three groups. A dictionary accessible to review or teach diacritical markings.

Procedure:

1. Discuss that although there are only five letters (a, e, i, o, and u) which are always labeled as vowels, there are more than five vowel phonemes associated with these letters and combinations of them. Stress that the letters w and y sometimes function as vowels.
2. On the blackboard write the terms long and short for the markings of vowels since they are the most common designations. Terminology such as glided (long) and unglided (short) can also be called to the students' attention. Examples =

   apple=short a, apron=long a, egg=short e, etc.
3. Rule for r controlled: When a vowel is followed by r, the r influences the vowel sound. Tell the class these sounds are called r-controlled vowel sounds. Examples = ar in car, and the er in her.
4. Other vowel sounds: oo = has the sound of long oo in food, and has the sound of short oo = look.
5. With these rules in mind try the following:
   VOWEL GAME:
   a. Make a list of words on the board from a reading lesson, English assignment, movie, or a book report.
   b. Tell the class to mark the long vowels, short vowels, or silent vowels.

EXAMPLE:

boat
children
tide
music
invite
capture
landing
insect

molehill -----Re: Dr. King's Speech
demote
pinch --------Re: St. Patrick's Day
prefix ------ Re: Structural Analysis
convict------ Re: Great Expectations
alto -------- Re: music classes
advance
suffix--------Re: Structural Analysis

III Word Recognition: Phonics = Digraphs, Diphthongs

Objective: To teach the differentiation between digraphs and diphthongs.

Materials: Digraph charts, diphthong charts, workbooks with digraph exercises and diphthong exercises. A dictionary should be available too.

Procedure: 1. Discuss the rules for digraphs = A vowel digraph is two vowels which make one sound. In the vowel digraphs ai, ay, ea, and ee the first vowel is usually long and the second is silent.

DIGRAPH GAME:
Play a game of writing poetry with these easy words first, then use words from their texts which the above rules apply to.

ai, ay sound of long a		Explain Exceptions:
rain	delay	said
wait	essay	aisle
claim	mayor	plaid

Procedure: 1. Discuss the rules for diphthongs = oi, oy, ou, ow. In a diphthong, one vowel sound glides into and blen with another vowel sound in a single syllable to mak a combined sound

2. DIPHTHONG GAME:
Let the pupils make up poems that have the diphthong oi and oy as the same sound. Put the following char on the board.

oi as in oil		oy as in boy	
coin	avoid	joy	destroy
spoil	moist	loyal	royal
voice	point	toy	oyster

3. Call on as many volunteers to read their poems du ing the English hour.

SUMMARY: 1. Digraphs can be vowels or consonants. Some consonant digraphs that sentences can be made from are words that have ch, sh, th, wh, etc.

Word Recognition
Phonics

Purpose: To give the students practice in finding short and long vowel sounds in a story.

Materials: A selected reading passage from their textbooks transferred to a ditto sheet and their pencils.

Procedure:

1. This activity will be used with the students who have reading difficulties.
2. After reading the passage orally, the words the students have some difficulty pronouncing, will be listed by the teacher.
3. This passage will be written on a ditto sheet with these words omited.
4. Under the blank where the word is left out the wovel sound will be written. (long e or short u) This gives the students a hint of what word should go there.
5. At the end of the story, the list of words will be given and the student has to choose the correct word that has the vowel sound under the blank.
6. No word may be used more than one time.

Word Recognition
Phonics

Purpose: To give the students practice in forming words using two letter blends by playing the game, Match Me.

Materials: Flash cards, a large box, and the students

Procedure:

1. Flash cards will be made with a two letter blend on each card.
2. The two letter blends to be used are bl, sl, fl, gl, pl, br, cr, dr, fr, pr, tr, sh, sk, sm, and sp.
3. Other cards will be made with the endings of words on them. Some of these are _ _ ind, _ _ ag, _ _ own, _ _ aise, and _ _ ought.
4. Each student will be given ten of the cards with the word endings.
5. When the teacer holds up one of the blends, the student has to select one of his word endings to match the blend to spell a word.
6. If the student matches the blend that word ending goes in a large box.
7. The student who descards all of the ten word ending cards first is the winner.

* This game should be played with groups of about ten children.

Topic: Word Recognition

Objective IX: Students should be able to unscramble number names.

Materials: Word list with scrambled number names, pencil, chalkboard, chalk.

Procedure:

1. The teacher should pass out scrambled word list.
2. Tell the students that the words on the list are names of numbers that have been scrambled up. The following examples should be written on the board: veens - seven; veeeennts - seventeen.
3. Student will be given instruction to unscramble the words on the list in the space provided as a written activity.

Georgia Sims

Topic: Word Recognition

Objective VII. Student should be able to identify patterns involving letters and words.

Materials: Ditto sheet containg special letters and special words, pencil.

Procedure: 1. The teacher will tell the students that they are going to work with some special letters and some special words today.

2. Class discussion. Ask the students what makes things special.

3. After the discussion, pass out ditto sheet that contains these instructions: What makes these letters special? What makes these words special? The activities are divided into to eight catagories. The teacher should do the first one for the example.

4. Students are to determine what makes the remainder of the letters and words special. They should indicate in the space provided what makes the activity special as a written activity. (see attached)

Name ____________ Class Period ____ Date ____

Fun With Letters and Words

Find what makes these letters special.

	These are special letters.	These are not.	Which of these are? (circle)	Why
1.	B N W G Y R	c a n f t y	[✓ A] p x g [✓ E] [✓ U]	Capitals
2.	A O u E a i	p N r S d B	[✓ e] R [✓ U] [✓ I] f w	Vowels
3.	A M T S H U	B N O L X T	[✓ P] J [✓ D] S [✓ W] Z	Size
4.	A H E N Z Y	S O C P U J	[✓ M] D [✓ T] [✓ X] G B	Made from straight line segments only

What makes a word special?

	These are special words.	These are not.	Which of these are?	
5	five fifty fourteen four fifteen	six nine two eleven thirteen	one seven [✓ forty] zero [✓ fifty-six]	First letter is f
6.	three forty seven sixty fifty	one twelve six eleven nine	zero [✓ eight] five thirteen seventy	Five letter
7.	one two five seven nine	twelve twenty forty sixty seventy	[✓ three] fifteen [✓ six] [✓ eight] eighty	Numbers less than ten
8.	forteen elevne fiv twente eigt	two eight sixty five zero	seven [✓ twelve] [✓ eighteen] sixteen [✓ million]	Misspelled

PURPOSE: To review beginning and ending consonants.

PROCEDURE: The students will be given a paper with various items pictured. He will say the name of the picture and print the beginning and ending letters that's heard in the boxes below each picture.

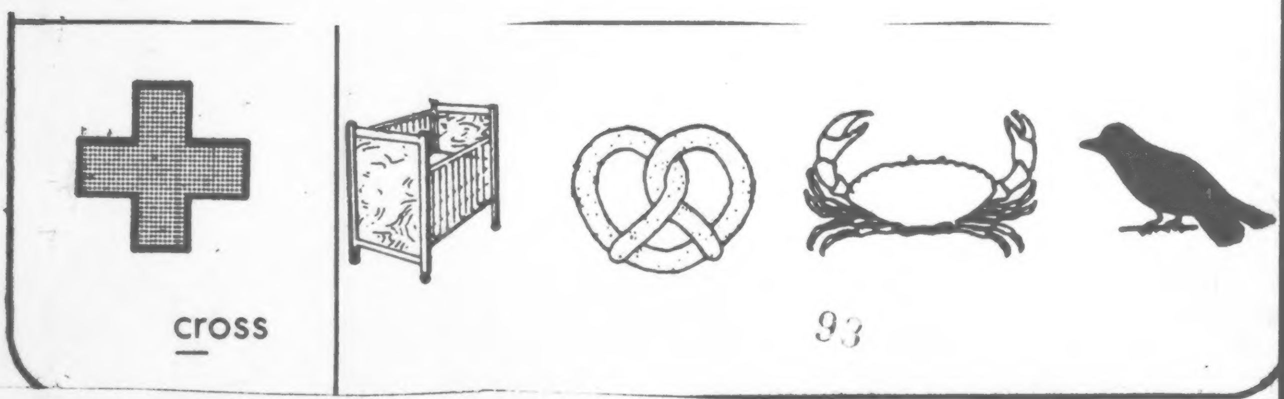
PURPOSE: To identify the vowel heard in various words.

PROCEDURE: The students will be given a sheet with various items pictured. The student will say the name of the picture. The student will draw a ring around the name of the vowel that's heard.

PURPOSE: To identify R blends.

PROCEDURE: In each row color the picture that begin with the same blend as the picture at the beginning of the row.

EXAMPLE:



PURPOSE: To recognize syllables in words with suffixes.

PROCEDURE: The student will be givan a list of words with suffixes and separate each word into syllables using hyphens.

EXAMPLES:

playing	play-ing
lighten	light-en
spoonful	spoon-ful

PURPOSE: To review the rules for adding suffimes.

PROCEDURE: The students will be given an exercise whereby the rules for adding suffixes are stated, and identify the rule used in adding a suffix to each word.

EXAMPLE: Rule:

1. When a word ends in double consonant, add the suffix.
2. When a word ends in a silent _e_, drop the _e_ before adding a suffix that begins with a vowel.
3. When a word ends in a single consonant preceded by a short vowel sound, usually double the consonant before adding a suffix that begins with a vowel.

fill__1__ sit__3__ like__2__

PURPOSE: To identify the suffix and root word.

PROCEDURE: The students will be given a worksheet containing a list of words. The student will draw a ring around each suffix, and write the root word.

EXAMPLES: brighter - bright

horses - horse

wonderful - wonder

quickly - quick

PURPOSE: To identify pairs of homonyms.

PROCEDURE: The students will be given a list of words. They are to find the pairs of words that sound alike, and print them on the lines provided. Then from this list, choose the correct words that complete the sentences at the bottom of the worksheet.

PURPOSE: To form a new word by adding a prefix before the root word.

PROCEDURE: Print RE, UN, or DIS before the root word to make a new word. In the sentences at the bottom of the worksheet, add a prefix to the underlined word to make the sentence have an opposite meaning. Print the new sentence in the space provided.

EXAMPLES: un or dis re or dis

please displease write rewrite

load unload like dislike

Lock the door. Unlock the door.

PURPOSE: To divide compound words into syllables.

PROCEDURE: The students will be given a handbut which contains the rules for syllabication. After they carefully read the rules, they will divide compound words, dividing it into syllables, using hyphens.

PHONICS IN HOME ECONOMICS

Most high school students have reached young adulthood and some have become parents, and yet do not know how humans develop, nor the male and female organs involved in man's creation. This being so, the focal point for acquiring this knowledge must begin with the study of the male and female reproductive organs and their roles in procreation.

In order that this knowledge might be acquired effectively, it is necessary to begin at the beginning--that is, to learn the phonetic elements of the words involved in the study.

The following pages are a few phonics assignments that may be used in teaching the word list to be used in the study of male and female reproductive organs.

OBJECTIVE: To learn the names of the male and female reproduction organs.

Materials: Word List

PROCEDURE: (Pretest)

Step I

Draw a circle around each word that you think is the name of a reproductive organ.

Step II

To the left of each circle, print the letter "M" if the word represents a male reproductive organ, or "F" if the word represents a female organ.

Word List

Draw a circle around each word that "you think" is the name of a reproductive organ.

To the left of each circled word, put the letter "M" if the word represents a male reproductive organ, or "F" if the word represents a female organ.

_____1. puberty

_____2. anus

_____3. ovum

_____4. penis

_____5. vagina

_____6. rectum

_____7. urethra

_____8. semen

_____9. ovary

____10. testicles

____11. uterus

____12. Fallopian tube

____13. vas

____14. vesicle

PHONICS

OBJECTIVE: The student will demonstrate the ability to identify the short and long vowels in the word list.

MATERIALS: Word list, unlined paper, ruler.

PROCEDURE: (a) Each student will make a "vowel grid" using the words from word list.

(b) Select the best individual grids and have student use a large cardboard for class display.

Pansy D. Williams
95

Vowel Grid

ă	ĕ	ĭ	ŏ	ŭ
Vas				
ā	ē	ī	ō	ū
Prostāte				

OBJECTIVE: The student should recognize the sounds of the initial and ending consonants of words in the word list.

MATERIAL: Opaque projector, screen, pictures of male and female reproductive organs, paper, pencil

PROCEDURE: Pictures of the male and female reproductive organs will appear on the screen. One student will be selected to point to the organ being named by the teacher, while the rest of the students will write the consonant they hear at the beginning and/or end of the words.

DIRECTIONS:
1. Number your paper from 1 - 9
2. Listen to the word called
3. Look at the organ being named in the screen
4. Write the beginning and/or ending consonant of that word.
5. If an organ is named that begins with a vowel, make a star in that numbered space.

PURPOSE: To recognize blends in assigned reading material

MATERIAL: Page 15 - Reproduction, Sex, and Preparation for Marriage

DIRECTIONS: Read the second paragraph on the page given to you and list the words in each sentence that begin with a blend. Opposite each blend selected from the reading, write at least two other words you can think of which begin with the same blend but are not necessarily related to the lesson.

Example: Plateau --- plow, plus

Note: At the end of twenty-five minutes, the students will be asked to read the paragraph orally over-emphasizing each blend as it is read.

Pansy D. Williams

PURPOSE: To provide practice in recognizing syllables

MATERIALS: Word list, paper, pencil

PROCEDURE: Have student use word list and place the one syllable words in box one, two syllable words in box two, three syllable words in box three and four syllable words in box four. Each word should be divided as it is written.

1	2	3	4
VAS	PE-NIS		

OBJECTIVE: Review-- To stimulate visual recognition of words which contain various speech sounds previously studies.

MATERIALS: Flash cards of words in word list, paper, pencil

PROCEDURE: The teacher will hold a flash card with the name of a reproductive organ on it. Students will be asked to do the following:

1. Look at the card being presented
2. Listen to the pronunciation of the word
3. Write the word as it is seen and heard
4. Identify the initial letter of the word such as consonant or vowel.

Place the word in the column which properly identifies it as having that or those parts:

	Initial Letter		Long Vowel	Short Vowel	Blend	Syllable
	Vowel	Cons.				
Penis	C		Penis			(2)
Prostate gland	C	C	tat	Pros	gl	Pros – tat(2) gland (1)

OBJECTIVE: To find out whether students can properly recognize the rule or rules which apply to the words in the word list.

MATERIALS: Paper, pencil, chalkboard, word list.

PROCEDURE: Write rules on the board which most commonly apply to words in list. The student will be requested to follow these instructions:

1. Number paper from 1 - 13
2. Read a word on the word list and then read rules on the board. Those rules which apply to the word should be given.

Be careful, more than one rule maybe applied to a word.

EXAMPLE: (first word on list is semen)

1. A long vowel rule (first vowel long, second is silent.)

   (second word - Ovary)

2. Long vowel rules 1 and 2.

   If "Y" is the only vowel at the end of a word of more than one syllable, "Y" has a sound almost like long "E".

WORD LIST

1. puberty
2. anus
3. ovum
4. penis
5. vagina
6. rectum
7. urethra
8. seman
9. ovary
10. testicles
11. uterus
12. Fallopian tube
13. vas
14. vesicle

OBJECTIVE: TO determine if the students are capable of recognizing errors in words in the word list.

MATERIALS: Decks of word cards, blackboard

PROCEDURES:

1. Divide students into groups. A, B, and C.
2. Each group is given a deck of word cards which may have errors in syllabication, diacritical markings and some will have no errors.
3. Every student in the group pulls a card which he just holds.
4. A student may be the score keeper at the board and have a column for each group.
5. A one in group A is asked to come to the front and show his card and point out the errors if there are any.
6. The group is given credit of 1 point for every error recognized in a single word. If the error and/or errors are not recognized, the group gets a zero for each one missed.
7. The object of the game is to see which group has the highest score in recognizing errors.
8. In the event there is a tie among the groups, play the game again. But this time,when errors are pointed out the corrections must be given. A winner will certainly be found.

OBJECTIVE: To develop auditory word alertness through oral description.

MATERIAL: PaPaper, Pencil, Word list.

PROCEDURE: Each word will be described orally. The description will be given twice and then the student should scan the word list to find the word that fits that description and then write the word.

The word:

1. Begins with a long vowel and has two syllables.
2. Begins with a consonant, has 3 syllables and ends with a long vowel sound.
3. Has four syllables, begins with a consonant, and has a double consonant within it.
4. The only one syllable word.
5. Has the "R" control in the first syllable
6. Begins with a long vowel, has three syllables, the last syllable has a 3 letter blend.
7. Has three syllables, begins with a consonant the emphasis is on the first syllable.
8. Begins with a consonant has two syllables, the second letter in the first syllable is long E.
9. Begins with a long vowel, has three syllables, the last letter has a long vowel sound.
10. Begins with a consonant, has three syllables, the last syllable has a hard c sound.
11. Begins with a long vowel, the E in the second syllable is silent.
12. Begins with a consonant, has three syllables, accent in the second syllable.

KEY

1. ovum
2. puberty
3. Fallopian
4. vas
5. prostate
6. urethra
7. seminal
8. semen, penis
9. ovary
10. testicle
11. uterus
12. vagina

Purpose: To introduce four consonant digraphs, ch, sh, th, wh.

Materials: Several sheets with pictures of words having the initial ch, sh, th, wh. In that students are likely to confuse the ch and sh digraphs, there will be more pictures of those.
chalk board
red crayon, green crayon, blue crayon, and yellow crayons.

Procedure: To introduce the sounds of these four consonant digraphs, give each child a sheet of paper with pictures of objects. Direct the class to circle the objects that have sounds that the teacher has put on the board. Each sound will be represented by a different colored crayon.

Put this on the board:

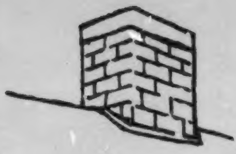
sh - red crayon

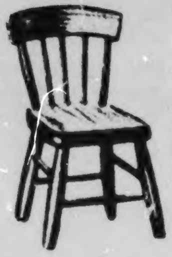
wh - green crayon

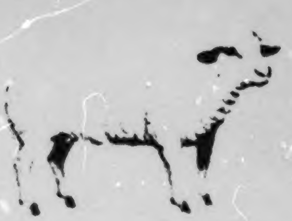
ch - blue crayon

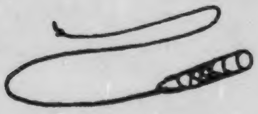
th - yellow crayon

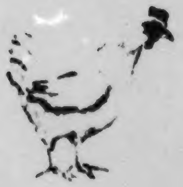
Anner Barnes

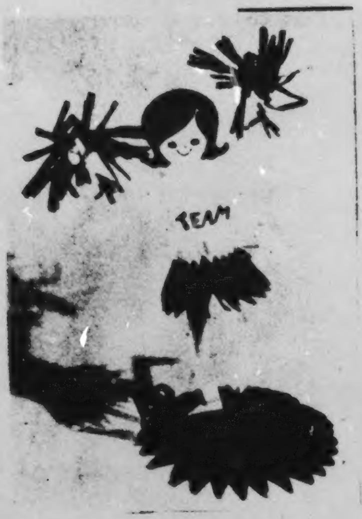


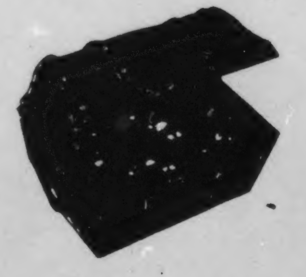


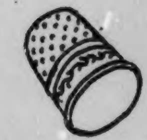


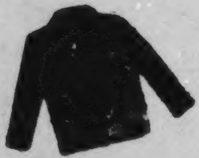


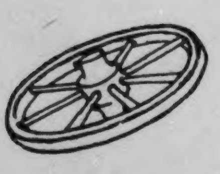


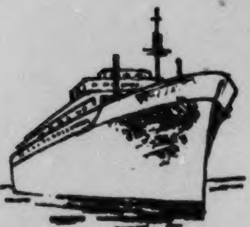


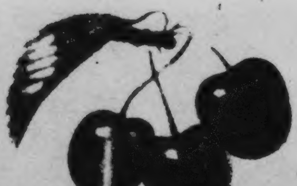












[✓ sh] [✓ ch]

wh th

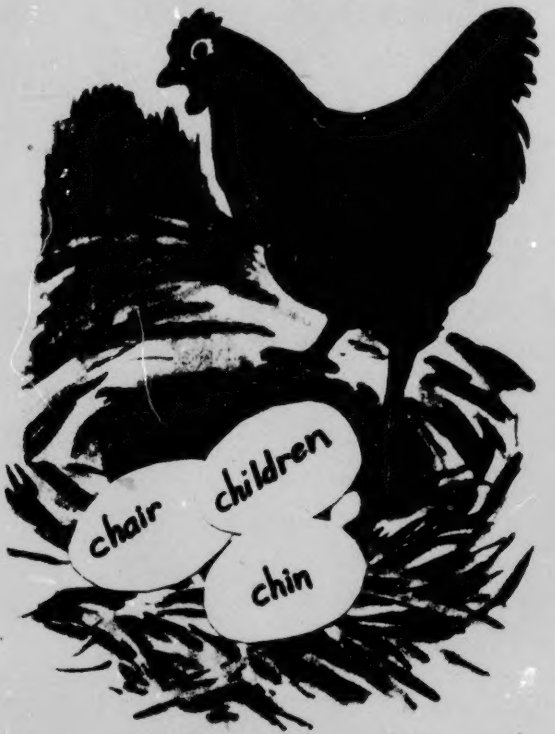
Anner Barnes

112

Purpose: To teach and/or reinforce the ch digraph

Materials: Construction paper, white index cards(cut in shape of eggs).This may also be done on a chalk board.

Procedure: The teacher will make the body of a chicken. Give each child a blank egg-shaped card. As each child names a ch word, he writes the word on his card and places it in the hen's nest. If a child can not spell the word, but knows the correct sound, the teacher or other class members can assist with the spelling. Each child should try to put an egg in the hen's nest.



Words: chimney, chop, chain, chip, chair, child, children, chalk, church, checkers, chess, cherry, chunk, chase, chili, , chart, chin, chap, chant, etc.

Purpose: The purpose of this lesson is to teach recognition and correct pronunciation of the following consonant blends:

gl
cl
pl
bl
fl

Materials: My materials will consist of an opaque projector, handout sheets with pictures of a glass, a clock, a plant, a blanket, and a flag. Underneath each picture there will be a list of ten words that will illustrate that particular consonant blend.

Procedure: The teacher will pass a handout to each student. On each sheet there will be a picture depicting a particular consonant blend plus a list of ten words under each picture that illustrate that particular blend sound. The teacher will ask the students about each picture to insure they know the correct picture name. She will then correctly pronounce each word as the students follow along on their papers. Next, the students will be told to turn their papers over and not to refer to them. Then the teacher will place an identical sheet on the opaque projector and point to different words while noting individual student's responses. This procedure will provide a means by which the teacher can determine if the class has mastered the blends. If some continue to mispronounce some of the words, they may then refer to the handout sheet and say the name of the picture and then attempt to pronounce the mispronounced word. Some students may elect to work in small groups and assist each other; this should be encouraged.

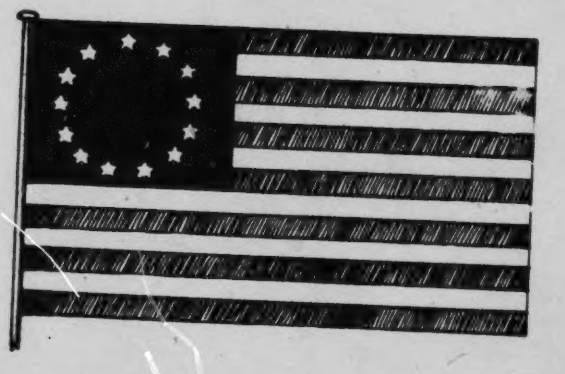
Lucille Johnson

gloom
gloss
glint
glad
glisten
glim
glance
gland
glen
glib

clamp
clink
clip
class
clap
clump
clam
clash
clang
clasp

plump
plink
plan
plank
plum
plot
plastic
plaster
plat
plenty

block
blend
bland
blank
blast
bled
blimp
black
blab
blink



flax
flash
flop
flint
flat
flip
fluff
flank
flap

Purpose: The purpose of the lesson is to acquaint the students with the ph and gh combinations. Sometimes gh has the f sound as in the word fan and in other words the gh is silent. When gh is followed by t, it is usually silent. The ph combination generally has the sound of f as in the word fan.

Materials: Use record and film strip on the gh and ph sounds plus teacher made handouts illustrating these two sounds.

Procedure: The teacher will show the film strip and play the accompanying record on the rules and pronunciation of the gh and ph combinations. After viewing the film strip and hearing the record, the teacher will discuss the film strip with the class to determine if there should be any reenforcement teaching. If it is needed, use additional time to reenforce the material. Next, pass handouts with words containing the gh and ph sounds and allow time for the students to identify the sounds by writing either f for the f sound or s for silent. Students may work on a one to one basis and pronounce the words after they have identified the sounds.

Pronounce the following words giving particular attention to the gh and ph sounds.

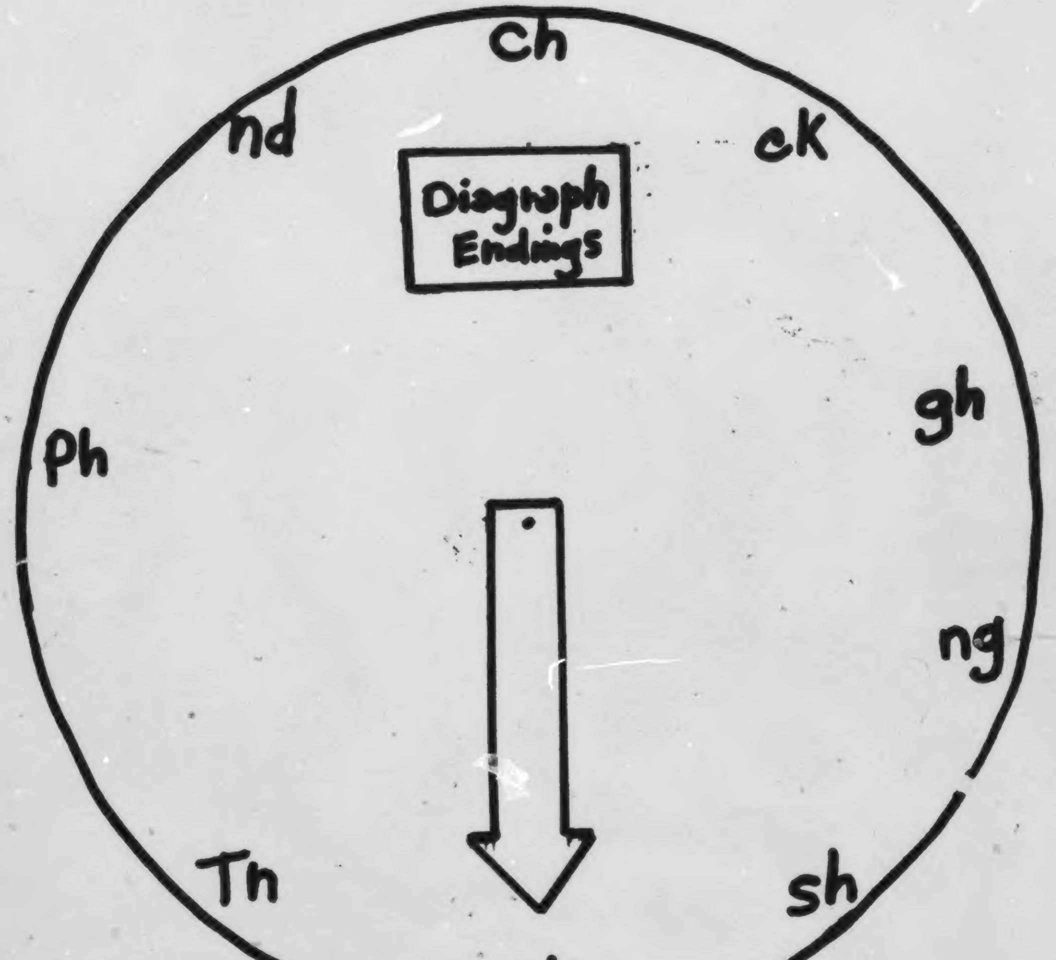
1. laugh
2. cough
3. rough
4. tough
5. trough
6. enough
7. right
8. ought
9. weight
10. taught
11. night
12. might
13. bought
14. plight
15. height
16. fraught
17. Dwight
18. light
19. sight
20. freight
21. sought
22. fought
23. nought
24. tight
25. fight
26. straight
27. phone
28. phrase
29. phlox
30. physics
31. Philip
32. pharmacy
33. philosophy
34. pheasant
35. phonics
36. photostat
37. Phyllis
38. phantom
39. phase
40. phobia
41. phial
42. pharynx
43. philharmonic
44. photographer
45. philander
46. telegraph
47. phonograph
48. paragraph
49. nephew
50. siphon
51. alphabet
52. gopher
53. prophecy
54. orphan
55. pamphlet
56. phosphorus
57. typhoon
58. Ophelia
59. morphine
60. asphalt
61. naphtha
62. diphtheria
63. hydrophobia
64. phosphorescent
65. delphinium

Purpose: It will help to develop the students' ability to recognize and identify these diagraph endings and words that have these endings:

- ch
- gh
- sh
- th
- ph
- ng
- ck
- nd
- nk

Materials: Use a large circle cut from tagboard or other available material. To the center of the circle attach a movable hand. The hand may be attached with a brass brad. With a marker print the following diagraphs or blends around the outside of the circle ch - gh - sh - th - ph - ng - ck - nd - nk. These can be placed in any order. Smaller circles for group work can also be constructed.

Procedure: The teacher can make one large circle and the entire class can play the game by having a leader turn the arrow on the clock, and then calling on someone in the class to name the diagraph sound to which the arrow points, next the student must say a word that ends with that sound. The teacher can also make several smaller games and allow the students to work in groups with a leader. The teacher will note those students having trouble and should supply them with an additional list of words with the diagraph endings.


Ch
nd
cK
Diagraph Endings
gh
ph
ng
Tn
sh
nK

Word List for Diagraph Endings

kind
mind
find
bind
kind
rind

snatch
reach
catch
ditch
ranch
search

nymph
triumph
phonograph
slyph
paragraph
Ralph

mesh
brush
wash
trash
blush
hush

laugh
cough
rough
tough
enough
though

wreath
cloth
breath
north
Ruth
truth

wing
bring
long
song
young
bang

think
bunk
trunk
mink
honk
blank

quack
quick
back
tuck
lock
neck

Lucille Johnson

Purpose: The purpose is to teach the students the two sounds of the consonant C. C has no sound of its own; it sounds like either S or K. When C is followed by e or i (y), it has the S sound as in snake. When C is followed by any other letter, it has the K sound as in kick.

Materials: Two handouts will be used. One handout will have the rules on the sounds of the consonant C along with a list of words illustrating those sounds. The second handout will have a list of words for students to correctly identify the sounds of the letter C.

Procedure: Handouts with the rules on the two sounds of C will be passed to the students. The teacher will explain the rules to the class and use the blackboard for demonstrating and giving examples of the different sounds of the letter C. After the teacher demonstration, she will ask students to identify the sounds of the C's in each word on the handout sheet by saying the words orally. After the students have pronounced these words orally, the teacher will pass out the second handout with the directions to write after each word a S or K for the sound of C in each word. If there is more than one C in a word, write S or K for each one.

THE TWO SOUNDS OF C

1. C has no sound of its own. It has either the S or the K sound.

2. When C is followed by e or i (y), it has the S sound as in the word snake.

3. When C is followed by any other letter it has the K sound as in the word kick.

SAY THESE WORDS ORALLY

1. cent
2. cell
3. cement
4. celery
5. century
6. centurion
7. center
8. celebrate
9. cereal
10. censor
11. cider
12. cypress
13. citrus
14. cymbal
15. circle
16. cylinder
17. cinder
18. cigar
19. citizen
20. ceremony
21. placid
22. piece
23. silence
24. spice
25. vicinity
26. specific
27. biceps
28. fleese
29. lucid
30. tacit
31. cab
32. collar
33. curtain
34. clover
35. crow
36. cold

37. clasp
38. candy
39. crumb
40. calf
41. college
42. cross
43. club
44. coast
45. castle
46. custom
47. coffee
48. cuff
49. creek
50. curve
51. coat
52. because
53. scarlet
54. second
54. discuss
55. economy
56. delicate
57. concrete
58. tobacco
59. political
60. locate

Directions: Write after each word a S or K for the sound of C in each word. If there is more than one C in a word, write S or K for each one.

1. canvas
2. clown
3. city
4. ceiling
5. curb
6. cease
7. cream
8. coat
9. canoe
10. cricket
11. celebrity
12. cinnamon
13. cringe
14. crumble
15. crocodile
16. cigarette
17. clean
18. citadel
19. receptacle
20. cemetery
21. bacteria
22. evacuate
23. notice
24. pacify
25. income
26. vacancy
27. licorice
28. vacuum
29. client
30. optical
31. alcohol
32. license
33. masticate
34. Cupid
35. facility
36. arctic
37. bicuspids
38. acre
39. peculiar
40. erect

Lucille Johnson

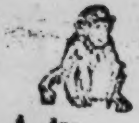
Purpose: The purpose is to teach the students how vowels are sounded. Students should know the vowels are a - e - i - o - u and sometimes w and y. Sometimes vowels are silent; sometimes they are sounded. When vowels are sounded, they can be either long or short or controlled by the letters r - l - w - u.

Materials: The materials will be printed sets of rules on the long and short vowel sounds plus rules for vowels controlled by the letters r - l - w - u. A printed sheet with pictures and words illustrating each sound, and an additional sheet with lists of words containing long and short vowel sounds will also be passed to the students.

Procedure: The printed rules on how to pronounce the various vowel sounds will be passed to the class. Key words and pictures will head each list of words illustrating a particular rule. Time will be allowed for students to learn these rules; this will take more than one class period. Go over each rule with the students after they have had a chance to study the rules. The teacher may go over the rules and use examples on the blackboard to enhance the printed material. The third handout can be passed to the students when the teacher feels they have mastered the rules. The teacher will circulate among the students to see if they have mastered the material. Those having trouble can be given additional time and additional word lists with which to work. The teacher can then work with these students individually.

Lucille Johnson

LONG VOWELS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shape
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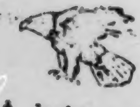
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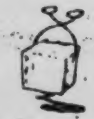
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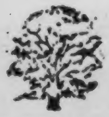
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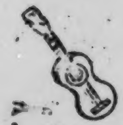
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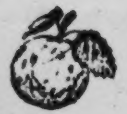
SHORT VOWELS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CASH
plant
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sand
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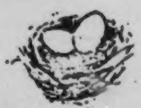
hand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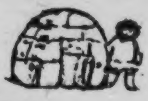
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lift
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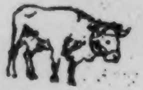
differ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soft
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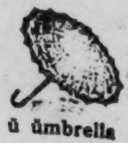
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lunch
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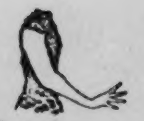
must

OTHER VOWEL SOUNDS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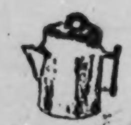
charm


ẽ pẽrcolator

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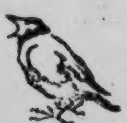
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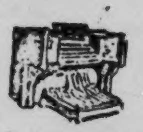
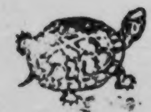
flirt
third
chirp
skirt
dirk
stir


ô ôrgan

cord
horn
order
lord
fork
torch


û tûrtle

purple
turf
turban
gurgle
nursery
curl

LONG VOWEL SOUND RULES

I. When two vowels come together in a word or syllable, the first vowel is long and the second vowel is silent.

paint scream team

2. A vowel at the end of a syllable has the long sound.

le/gal ri/val clo/ver

3. When the letter i is followed by nd - gh - ld, the i has the long sound.

mind high cold

4. A final e at the end of a word means the final e is silent and the vowel is long.

shape file note

SHORT VOWEL SOUND RULES

1. When one vowel in a word or syllable is surrounded by consonants, the vowel has the short sound.

cash vest knit

EXCEPTIONS TO THE RULES

I. Vowels followed by r - l - w - u - are neither long or short but are controlled by these letters

car call saw house

Lucille Johnson

MARK ALL THE VOWELS IN THE FOLLOWING WORDS

1. tassel
2. sand
3. chapter
4. cake
5. native
6. faint
7. magnet
8. cave
9. wagon
10. navy
11. stop
12. moment
13. gold
14. toddle
15. coach
16. stove
17. roast
18. stone
19. tonsil
20. pocket
21. echo
22. dent
23. seldom
24. penny
25. heath
26. plead
27. regal
28. shell
29. feeble
30. pencil
31. tune
32. bucket
33. button
34. must
35. truck
36. fume
37. pure
38. blunt
39. tulip
40. Luke
41. white
42. slide
43. fish
44. wick
45. fright
46. print
47. life
48. left
49. mink
50. Bible

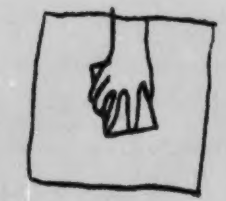
Purpose: The purpose of this lesson is to teach recognition and correct pronunciation of the following consonant blends:

scr
spr
str
shr
thr

Materials: The materials used will be six cassette tape recorders and six teacher made cassette tapes. The blends to be learned are recorded on the tapes very clearly and accurately by the teacher. Also, the same blends will be printed on handouts with pictures and lists of words identifying each blend.

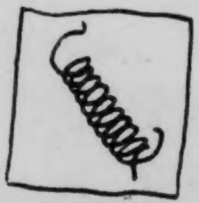
Procedure: The class will be divided into six small groups. Each group will be supplied with a handout, cassette recorder and teachermade cassette tape. The pupils within each group will listen to the tapes and repeat the correct pronunciation after each word is spoken on the tape. At the same time, the students will have the handouts before them so they can follow along as the words are spoken. This will enable them to hear, see and speak the words. The teacher will check individual students within each group to determine those students who need additional help. If further help is needed, the teacher can work individually with those students or allow them to work alone with the same materials.

SCRUB



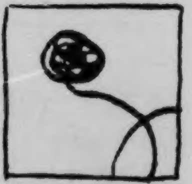
scram
scrap
scrimp
screw
scrub
scrouge

SPRING



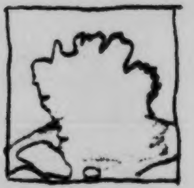
sprang
sprig
spray
spread
sprint
sprout

STRING



STRIP
strum
strick
strong
strap
stretch

SHRUB



shrank
shred
shrimp
shrug
shroud
shrewd

THREE

THRASH
thread
thrift
throb
thrust
thump

Lucille Johnson

Purpose: The purpose of this lesson is to acquaint students with diacrital marks. These marks are tags that indicate the different vowel sounds. By means of these diacritical marks, we are able to tell just how to pronounce any new or unfamaliar word. ă indicates a short vowel sound as in hat, ā indicates a long vowel sound as in ape, ä indicates the Italian or •two dot•vowel sound as in the word arm, ȧ indicates the half Italian or "one dot" a as in sofa, ã indicates the r-controlled vowel sound as in car.

Materials: Use three or four portable flannelboards. These can be made by cutting 3' by 2½' pieces of flannel that can be attached to a blackboard with masking tape or a bulletin board with tacks or staples. Each board should have 3 or 4 sets of the alphabet. Cut from the felt any nunber of diacritical marks dots, the short mark ˘ , the long mark ¯ , and the r-controlled mark ~ . To designate a silent vowel the letter x may be placed over that vowel. Two shoe boxes may be used for storage, one for alphabets and the other for diacritical marks.

Procedure: Divide your class into as many groups as there are flannelboards. Each group will choose a leader. The leader will begin the game by placing a word on the flannelboard and then choosing someone to place the correct diacritical marks above the vowels and then pronounce the word correctly. If the student is correct, he receives a point and the leader places another word on the board. If the student is incorrect, he receives nothing and the leader chooses the next student. The student receiving the highest number of points wins the game.

Example

sofȧ
ärm
cūcŭmbẽr
Kīt[illegible]
pĕt

Students can assist with the construction of the flannelboards and letters. Patterns can be passed and students themselves can cut out several sets of the alphabet and diacritical marks.

Lucille Johnson

Purpose: The purpose is the introduction of the sound of the letter q. The letter Q has no sound of its own and is always followed by the letter U. The qu combination has the sound of kw in most words, but in some words it has the K sound.

Materials: Use 4 reel to reel tape recorders and worksheets illustrating the qu sound.

Procedure: Pass out to the class the sheets illustrating the qu sound. Inform the students that in the first group of words the qu combination has the kw sound and that in the second group of words the qu combination has the k sound. Allow time for the students to study the pronunciation of both groups of words. Next, the teacher will pronounce the words and have the students repeat the correct pronunciation to be sure they are pronouncing the words correctly. After this, the class will be divided into four groups and each group will have a reel to reel tape recorder. Each student in each group will record his own voice pronouncing the words with the qu combination. They can then play the tape back and listen to see if their pronunciations are correct. The tapes may be erased and reused until students improve their pronunciations.

KW SOUND

1. quack
2. quail
3. quit
4. quiet
5. quart
6. queen
7. quick
8. quote
9. quill
10. quiver
11. quaint
12. quarrel
13. quality
14. question
15. quake
16. quantity
17. quarry
18. quadruped
19. quadrille
20. quintet
21. equal
22. square
23. squeal
24. squeeze
25. squall
26. squadron
27. sequence
28. soliquy
29. equestrian
30. Iroquois (final letter is silent as in French)

K SOUND

1. croquette
2. etiquette
3. briquette
4. coquette
5. croquet (final et has has long a sound as in French)
6. antique
7. oblique
8. catafalque
9. grotesque
10. burlesque
11. picturesque
12. statuesque

(the que endings have the k sound)

Purpose: The purpose of this lesson is to teach the dipthong sounds of the following:

oi
oy
ow
ou

materials: The material will be three Aud-x machines with the film strip and cassette tape on the four dipthong sounds of oi - oy - ow - ou. Worksheets with these sounds in words will also be used.

Procedure: The class will be divided into three groups of students. Each group will have access to one Aud-x machine. The film strip and cassette on these sounds will be placed into the machine. Students will observe the machine as it flashes or displays the words before them, then they will hear the word pronounced and they will also write the word. This allows the students to see, hear and write the word. After this operation, the answer is displayed so students can check their writing of the word. This method allows each student to use his audio, visual, and motor skills so necessary in the learning process. After one class period of being exposed to the Aud-x, the students will be given a worksheet with a list of 40 words with the 4 dipthong sounds in them. The teacher can then check the mastery of each child by having them pronounce the words on the list.

WORKSHEET

STOUT
FROWN
POUNCH
BOYD
BOISTEROUS
LOYALTY
BROWN
CLOISTER
LOUSE
TROUT

DROWN
LOITER
ANNOY
FOWL
DOUBT
DESTROY
POINT
GOUT
BROW
SLOUCH

CROWD
TABLOID
HOIST
OUNCE
TOWER
MOUTH
DOWRY
SOY
POUND
FLOWER

EMPLOY
THYROID
TROY
BOUND
TROWEL
CLOUD
DOILY
ALLOY
PROUD

PURPOSE: To provide practice in recognizing initial digraphs; ch, sh, wh, th in words.

MATERIALS: Paper, pencils

PROCEDURE: Teacher may pronounce words which begin like the word children as: chicken, chimney, chop.

Children name other words starting like the word children, such as: shell, shoe, shut, she.

Draw a line around the right word. It must begin with the same digraph as the key word.

(1) church

We make butter in a ________.
chimney
pail
churn

(2) she

The sun is __________.
shining
shell
well

PURPOSE: To recognize that some words are pronounced the same but they are spelled differently and also have different meanings.

MATERIALS: Pencil, paper.

PROCEDURE: Write on the chalkboard this sentence: The plant is to weak to stand up. Weak means lacking in physical strength. Joan has a very weak voice. Weak means lacking force, low or faint. Sunday is the first day of the week. Week means seven days in succession.

Fill in the blanks with weak or week.

1. The child is too _______ to stand.
2. Monday is the second day of the ________.
3. I spent a ________ at the beach.

PURPOSE: Students will choose synonyms for given words from various parts of speech.

MATERIALS: Paper, pencils and book.

PROCEDURE: Introduce this lesson by writing the word bad on the chalkboard. Call on several students to offer other words that have the same or nearly the same meaning as bad. List the words that are offered. Ask: What do we call words that have similar meanings?

In the exercise below one word is a synonym for the underlined word in the sentence. Circle the synonym.

1. Our new neighbors are gregarious.
   gruff, hard, working, quiet, musical, [✓ friendly.]
2. Earl was a nouice at the game.
   [✓ beginner,] expert, coward, leader.
3. How variable the weather has been!
   rainy, snowing, sunny, [✓ changeable.]
4. Carol suddenly lost her equilibrium.
   [✓ balance,] sense of humor, patience, temper way.
5. We were all remunerated for our act.
   punished, arrested, [✓ paid,] excused, cherred.

PURPOSE: Students will use teach and learn correctly in sentences.

MATERIALS: Pencil, paper, and worksheet.

PROCEDURE: Use the verb teach when you mean "to instruct or to inform someone." He taught the lesson to the class. Use the verb learn when you mean "to gain knowledge or skill." I learned my lesson.

EXERCISE: Choose the correct verb.

1. Who (taught, learned) you to ski?
2. You obviously (taught, learned) very well.
3. Personally I (taught, learned) myself to ski.
4. Perhaps I didn't (teach, learn) myself too well.

Hiawatha Kittle

PURPOSE: To provide practice in recognizing blend sounds and to provide practice in blending.

MATERIALS: Envelopes and word cards.

PROCEDURE: Cut a number of word cards of equal sizes. Print a word containing a blend which has been taught: e.g., "glad," "stand," etc. Cut each word in two between the blend and the remainder of the word. Place about eight to ten of these in each envelope and pass out the envelopes to the children. The children then assemble the blends and word parts to make words. After being checked by the teacher, the envelopes are exchanged so that each child eventually assembles the words in each envelope.

PURPOSE: To develop the ability to hear and appreciate many different sounds and to make the finer discriminations between sounds such as oi and ou.

MATERIALS: A story about the song the wind sings when it blows, or a poem about lightening and thunder, or the rain as it patters on the roof.

PROCEDURE: Whenever possible read these poems or stories at the actual time the sounds may be heard in nature. Help all the children to hear them and discuss them and even imitate them. This helps children distinguish between similar letter and letter combination sounds.

Hiawatha Kittle

PURPOSE: To discover which children are having auditory discrimination problems and to provide practice through the use of related phonic sounds.

MATERIALS: Tag board and word cards.

PROCEDURE: Write sentences on the tag board. On small word cards print a variety of words which will rhyme with selected words given in the sentences. Have the children locate and match their cards with the rhyming words in the sentences. Place each set of cards in an envelope and number the envelopes so that the children can keep a record of the sets they have worked. See the following examples:

1. The dog bit the postman. (log, hog, etc.)
2. The candy tasted sweet. (treat, beat)
3. Look out the window. (took, book)
4. The wall had a large crack, (back, sack)
5. He cut down the apple tree. (see, flee)

PURPOSE: To listen for initial consonant blends.

MATERIALS: Paper, pencil

PROCEDURE: Teacher may pronounce words that begin with an initial consonant blend found in a key word, as: stop. Children may name other words that begin like stop.

Teacher may place three columns on the chalkboard, headed by key words.

Stand	Small	Spin
x	x	x

The teacher pronounces words such as stamp, spool, smoke. The children put an X in the correct column for each word pronounced.

PURPOSE: To provide practice in finding small words in longer words.

MATERIALS: Pencil, paper

PROCEDURE: The teacher writes on the chalkboard a number of words and draws a line under each one. A child is to find the small word in each longer word and write it on the line.

must	ball	told	sit
us	all	old	it

Find as many shorter words in each longer word as you can.

teacher   farmer   hamlet

STRUCTURAL ANALYSIS

When we speak of structural analysis we are talking about "word parts". That is, we are talking about such things as syllables, accented syllables, prefixes, suffixes, compound words, family words, rhyming words, root words and plurals. Each one of these components will be presented in the following format:

1. The Concept
2. Examples
3. Rules/Exceptions

****

SYLLABLES

Rules for

1. There are as many syllables as there are vowel sounds. Syllables are determined by the vowel sounds heard and not by the number of vowels seen.

Ex:	Phonics	2 vowels seen	2 vowels heard	2 syllables
	write	2 vowels seen	1 vowel heard	1 syllable

2. Syllables divide between double consonants or between two consonants.

Ex:	happen	hap / pen
	little	lit / tle

3. A single consonant between vowels usually goes with the second vowel.

Ex:	famous	fa / mous
	hotel	ho / tel

4. As a general rule, do not divide consonant digraphs and blends.

Ex:	teacher	teach / er
	secret	se / cret

5. The word endings "ble, cle, dle, gle, kle, ple, tle, zle," constitutes the final syllable.

Ex:	marble	mar / ble
	handle	han / dle
	ankle	an / kle

6. In general, prefixes and suffixes form separate syllables.

Ex:	reloading	re / load / ing
	unfair	un / fair

****

ACCENTED SYLLABLES

Rules For

1. In compound words, the primary accent usually falls on the first word.

Ex:	sailboat	sail' boat
	wolfhound	wolf' hound

2. In two syllable words containing a double consonant, the accent usually falls on the first syllable.

Ex:	copper	cop ' per
	million	mil ' lion

3. When ck ends a syllable, that syllable is usually accented.

Ex:	chicken	chick' en
	package	pack' age

4. Syllables comprised of a consonant plus "le" are usually not accented.

Ex: maple ma' ple
able a' ble

5. Prefixes and sufixes, as a rule, are not accented.

Ex: refreshment re fresh' ment
retractable re tract' able

6. Two-syllable words ending with "y" are usually accented on the first syllable.

Ex: city cit' y

7. Adding suffixes to some longer words may cause a shift in the primary accent.

Ex: universe u' ni verse
universal u ni ver' sal

8. Homographs are words with identical spellings, different meanings, and in some cases, different pronunciation. The usage or context determines the pronunciation.

Ex: present pre sent' pres' ent

****

PREFIXES

ab
ad
be
bi
com
con
de
dis
en
in
ex
per
pre
pro
re
sub
super
trans
un

Rule

1. A prefix is fastened to the front part of a word.

2. A prefix can change the meaning of a word.

3. A prefix does not generally change the spelling of a word.

****

SUFFIXES

able
ible
age
al
ial
ance
ence
ary
ery
ate
ful
ice
ine
in
ion
sion
tion
ist

Rules

1. Suffixes usually do not cause changes of meanings in words as do prefixes. Most of the suffixes help to create people or things, describe them, or compare them.

2. Drop final e before adding a suffix beginning with a vowel.

   Ex: large + er = larger
   hate + ing = hating

3. When a word ends with a single consonant and that consonant is preceded by a vowel double the last consonant before adding the ending.

   Ex: run + ing = running
   hop + ing = hopping

FAMILY WORDS

make
cake
rake

took
look
book

came
name
game

bat
sat
mat

hit
sit
bit

can
man
tan

RULES

1. Family words are words which have the same endings and are spelled and sound the same.

2. These words are formed by changing the beginning letter or letters of a word and substituting another letter or letters to make another word.

3. Family words can also be formed by taking small words such as all, an, at, it, etc.., and placing a letter or letters in front of it to make a new word.

* * *

COMPOUND WORDS

into
anyone
something

doorway
sometime
afternoon

1. A large number of English words are formed by combining two words to create a new word.

2. The meaning of compound words is derived from combining two words.

3. The pronunciation of the compound word remains the same as the two combining forms.

ROOT WORDS

mote
jur
serve
solv
vent
ject
terr

tend
vert
gen
greg
pend
scribe
spect

1. These are the forms to which prefix and suffixes are added. They are the most important pieces since they are the sources of the basic and extended meanings of words.

****

RHYMING WORDS

day	by	go
they	buy	snow

1. These are words whose ending parts sound the same but they are not spelled the same.

****

PLURALS

trees
cars

buses
lunches

flies
cries

mice
geese

deer

RULES

1. Most plurals are formed by adding s to the word.

   Ex: bird - birds
   paint - paints

2. Add es to words which end in: s, ss, ch, sh, and x.

   Ex: dress - dresses
   bus - buses
   church - churches
   fish - fishes
   ax - axes

3. When words end with y change the y to i then add es.

   Ex: army - armies
   penny - pennies

   Note: When y is proceeded by a vowel the y does not change.

   Ex: trolley - trolleys

4. Some words are made plural by changing the spelling of the word and not adding any s.

   Ex: child - children
   man - men

5. With some words the spelling is the same in both singular and plural form.

   Ex: deer - deer
   you - you

6. Change f to v and add es.

   Ex: knife - knives
   wife - wives

Veronica Bryant

STRUCTURAL ANALYSIS PROJECT

Compound Pictures

Purpose: to illustrate compound words.

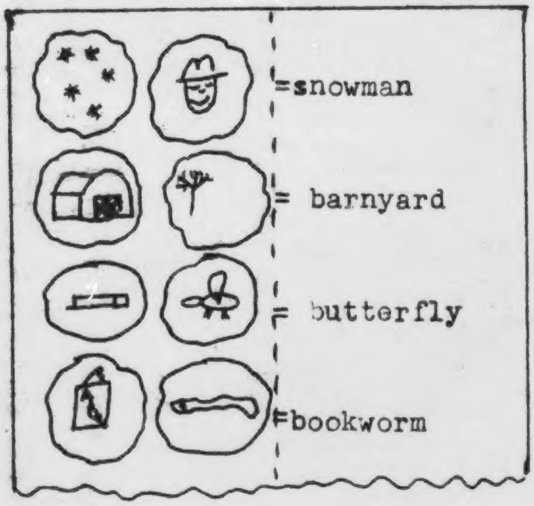
Materials: magazines, paper, pencils, scissors, paste.

Procedure:

1. The reacher gives the children the assignment of cutting pictures from magazines to illustrate compound words. The answer paper is folded lengthwise so that the pictures are on the left side and the written answers are on the right.

2. This activity is times and at the end of the time period, the children compare answers. Each child gets a chance to have the others try to guess what compound words his pictures dipict.

   Example:



3. Answer sheets can be bound together and titled.

STRUCTURAL ANALYSIS PROJECT

Cups and Saucers

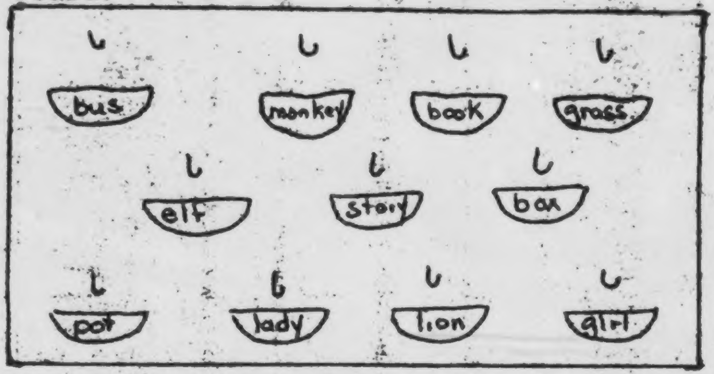
Purpose: to match and identify plurals.

Materials: tagboard, construction paper, marking pen, paste, envelope, paper clips.

Procedure:

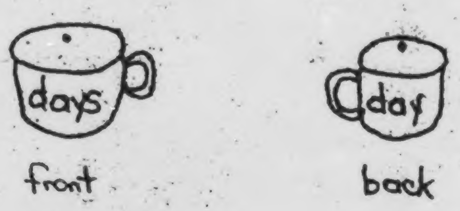
1. The teacher makes a large game board from the tagboard. Many soucers are make from construction paper and pasted on the board (each labeled with a word in its singular form). She also makes many cups with the p plural form of the saucer words written on them. The cups are stored in an envelope papted on the back of the game board.

   Example:



2. The children are to match the corrict cup (Plural form) with the correct saucer (singular form)

3. This activity can be made self-checking by writing the answer on the back of each cup.



PURPOSE: To recognize syllables.

MATERIALS: Chalkboard

PROCEDURE: Explain that a syllable is part of a word, pronounced as a unit (in one breath). It usually consists of a vowel alone or a vowel and one or more sonsonants. Place on the board familiar words such as shelter, season, carpet, pasture, daisy, underlining or pointing to each syllable as you pronounce it. Pronounce the first two or three slowly, syllable by syllable.

2. Write violet, janitor, sleepless, beautiful, reason, pounding, coated. Have students examine words to discover that every syllable contains one or more vowels; that sometimes a vowel forms syllable by itself, as in vi/o/let and jan/i/tor; and that when there are two or more vowels in a syllable, they are never sounded separately, but have one sound, as in sleepless, beautiful, reason, pounding, coated.

3. Write the following words on the board and have them pronounced by rows, from left to right. Call on one child to pronounce all the two-syllabe words; andther, the one-syllable words; and a third all the three-syllable words.

care	careful	carefully
help	helpful	helpfully
cheer	cheerful	cheerfully
joy	joyful	joyfully
beauty	beautiful	beautifully

Shirley P. Thomas

PURPOSE: To recognize the suffix ed as a separate syllable.

MATERIALS: Chalkboard

PROCEDURE: Review one-syllable words which, after the ending ed has been added, are still pronounced in one syllable. Use words such as:

play	played	help	helped
rain	rained	dress	dressed
sail	sailed	ask	asked
pour	poured	work	worked
pull	pulled	talk	talked

Contrast the above words with the following words which become two-syllable words when the suffix is added.

last	lasted	need	needed
want	wanted	load	loaded
roast	roasted	weed	weeded
frost	frosted	add	added
light	lighted	sound	sounded
shout	shouted	braid	braided
joint	jointed	mold	molded

Then lead the children to discover the following rule:

When ed is added to a word ending in t or d, it is pronounced as a separate syllable.

PURPOSE: To recognize that blends are not divided.

MATERIALS: Chalk and chalkboard

Bowl or other container

Slips of paper

PROCEDURE: Prepare slips of paper, each showing one blend. There should be at least one slip for each student.

Divide the class into two teams. Place the slip of paper in a bowl. A representative from each team is to go to the front of the room, take a slip from the bowl, and write a word on the chalkboard, using the blend. He is then to divide the word into syllables. The first student to do this correctly wins one point for his team.

When all the students have taken part, the team with the greater number of points wins. If the student is able to use blends in words and recognize that they are not divided, he is showing mastery of the skill

Shirley P. Thomas

PURPOSE: To show that each syllable must contain a vowel and a single vowel can be a syllable.

MATERIALS: Chalk and chalkboard

PROCEDURE: Write the vowel rule: Each syllable must contain a vowel and a single vowel can be a syllable.

Under the rule write a sentence such as the following:

Amanda left the stadium early.

Have a volunteer come to the board and place a vertical line between the syllables. Ask the class if they see the single vowel syllable (A in Amanda). Word by word, review the sentence with the class.

The student has mastered the skill when he is able to identify correctly the syllables of words in a sentence when called upon to do so.

PURPOSE: To recognize that prefixes are syllables

MATERIALS: Paper and pencil for each student

Dictionary for each student

List of prefixes

Examples:
dis
in
mis
anti
non
com
con
pre
super
tri
sub
post
ab
trans
em
de

PROCEDURE: Assign one prefix to each student. The student is to write the prefic on paper, look up the definition in the dictionary, and write the definition next to the prefix. The student is then to find a word in the dicitionary that contains that particular prefix and is to write the word, divided into syllables,and its definition on his or her paper. Have each student pronounce aloud his or her prefix and give the word in which it is used and its definition. The student indicates understanding of the rule if he or she is able to find a word that contains a specific prefix and can correctly divide the word into syllables.

PURPOSE: To recognize that if the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.

MATERIALS: Chalk and chalkboard

Duplicated list of sentences using words covered by the rule.

EXAMPLES: The merry hunter followed after the deer.

The yellow basket was my sister's.

Little though it mattered, the gentle captain said that he was sorry.

PROCEDURE: Pass out the duplicated sheets to the students. Direct them to underline the words to which this rule applies. They are then to divide the words into syllables. If the students have correctly divided the appropriate words into syllables, they indicate a working knowledge of the rule.

PURPOSE: To recognize that if a word ends in le, the consonant just before the l begins the last syllable.

MATERIALS: Dictionaries

Chalkboard and chalk

Paper and pencils

PROCEDURE: Write a few examples on the chalkboard. You may wish to use some of the following:

able
bridle
apple
table
people
kettle
candle
little
pickle
brittle
bottle
battle
cattle
nettle
jiggle
rattle

Write the word whale on the chalkboard. Ask the class to pronounce it. If they pronouce it correctly, ask why it was pronounced that way. If they divide it into two syllables, have them reread the rule on the board and have a volunteer tell why the rule does not apply to the word. Divide the class into small groups of three to five students. Each group is to prepare a list of words to which the rule applies. Have a representative from each group write the group's words on the chalkboard. The group having the most correct examples wins the game.

PURPOSE: To recognize that when there are two vowels in a word or syllable, the first vowel is long and the second is silent.

MATERIALS: Chalkboard and chalk

Stop watch

PROCEDURE: Review the rule with the class.

Divide the class into two teams. Using a stop watch, have two members from each team go to the chalkboard. The first student is to write a word which conforms to the rule. The second student is to underline the vowel that is pronounced long. When the time limit has expired, have the students stand back from the chalkboard while you check their examples. Score two points if a correct example was used and the correct vowel underlined. Score one point if the corrct example was used but the wrong vowel was underlined. After all of the students have participated in the activity, the team with the greater number of points wins.

PURPOSE: To show in a word of two or more syllables, the first syllable is usually accented unless it is a prefix.

MATERIALS: Chalk and chalkboard

Paper and pencils

PROCEDURE: Write sentences using homographs on the chalkboard. Students are to write the sentences on their papers and place the accent mark in the correct place for the homographs.

EXAMPLES:

1. Please be present when the present me with the award.
2. My brother will object to that object in his room.
3. I don't feel content with the content of my creative story.
4. The fruit manager arranged to produce more produce for his fruit stand.

Have students think up other sentences with homographs and write them on paper.

Collect the sentences and assemble them in the form of a worksheet.

Have the students mark the accents on the worksheets; then collect them to see who is having trouble.

Alfreda Thomas

PURPOSE: The student will build skill and confidence in decoding multisyllabic words by looking for the largest part of the word he recognizes and can pronounce.

MATERIALS: Basic Go s in Spelling text, Unit 24 Review

PROCEDURE:
1. Tell students to find larger part of recognized word.
2. Ask if there is a prefix or suffix in the word. Review meanings of each.
3. Ask students if the word is a compound word. Review meaning of it.
4. Have students divide words into syllables without checking the glossary. Remind them to use the syllabication rules stated in previous lessons.
5. Exchange papers and check glossary for each word's syllabication.
6. Drill orally over pronunciations of each word daily before exam.
7. Students write each word five times each for homework.

PURPOSE: The student will strengthen his pronunciation ability of unfamiliar words.

MATERIALS: Grab Card Game by Dorothea Alcock, 2 to 4 players, table, chairs.

PROCEDURE:
1. The dealer deals 5 cards to each player. Cards not dealt out are placed face down in the middle of the table. This is the "grab stack."
2. Each player sorts his cards. If he has two alike, he puts them together and will try to get another one like them to complete a book. Three alike is automatically one book, and it is placed face up in front of him.
3. The dealer starts the play by asking anyone in the game for the cards he needs, but must not call for a card he does not have. If he gets the card, he keeps calling.
4. He then draws a card from the "grab stack". If he draws what he last called, he may draw again. He has now finished his turn and the person to the left may call.
5. Near the end of the game, a player may lose all of his cards. He may draw a card from the "grab stack" so that he may not be out of the game.
6. The person getting the most books is the winner.

Ex:

re-ac-tion

reaction

PURPOSE: The student should be able to recall the suffix spelling rules from units 19 thru 22 in spelling.

MATERIALS: Basic Goals in Spelling text, Unit 24, paper, pencils.

PROCEDURE: Read through the explanatory text and discuss the examples.
Allow time for questions and answers.
Have students write down three examples of spelling words for each rule of suffixes covered.

PURPOSE: The child is able to identify simple contractions (e.g., I'm, it's, can't, etc.) and use them correctly.

MATERIAL: Wisconsin Design for Reading Skill Development Jenn Publication Sheet B156

PROCEDURE: not contraction: Write verbs from children sight vocabulary on the board: did, can, is, are, was, were, does, do Elicit the opposite and write them. Let children compare the new words and detect the n't element in the antonyms. Then develop the omitted letter and apostrophe concept writing did not between did and didn't.

Write I, a, m, and ' on large cards. Have four children, each holding a card, stand in front of reading group. Align the three holding I, a, and m. Ask the child holding a to drop out so child holding ' can take his place. This activity can be adapted for any contraction.

For seatwork let children complete sentences with one of a pair of words:

Example:

can------can't 1. Birds _______ fly.

2. Fish _______ walk.

3. Boys and girls ____ play.

4. Ice ______ melt.

5. Animals _______ talk.

did------didn't 1. Who came to school today? We _______.

2. The snowball melted in the sun. It _______ last very long.

Note: This lesson can continue until all contractions are presented.

PURPOSE: The child is able to identify simple contractions. To reinforce contractions being taught.

MATERIAL: Wisconsin Design for Reading Skill Development
Houghton Mifflin Reading Program

PROCEDURE: Give the child the page of sentences containing contractions. Say to him, "Read these sentences to yourself as I read them aloud to you. Each of the sentences has a word in it which was made by putting two words together. I want you to point to the word made from two words and read it for me. Then I want you to make a sentence using that word."

1. I'm going to the house.
2. It's a red ball.
3. That's a funny wagon.
4. I can't go with you.
5. Don't eat all of the cake.
6. I'll go get Father.
7. It isn't my dog.
8. Jack didn't find his coat.
9. She won't come home.
10. They've gone to school.

Adah M. Hull

PURPOSE: To reinforce contractions that are in children speaking vocabularies; to develop them in child's reading vocabulary, such activities as are suggested in games and activities; to identify and recognize contractions.

MATERIALS: Make game board from pizza disc or large circle cut from tagboard. 1" x 2" pieces of paper pasted on pizza board for words and other pieces used for answer.

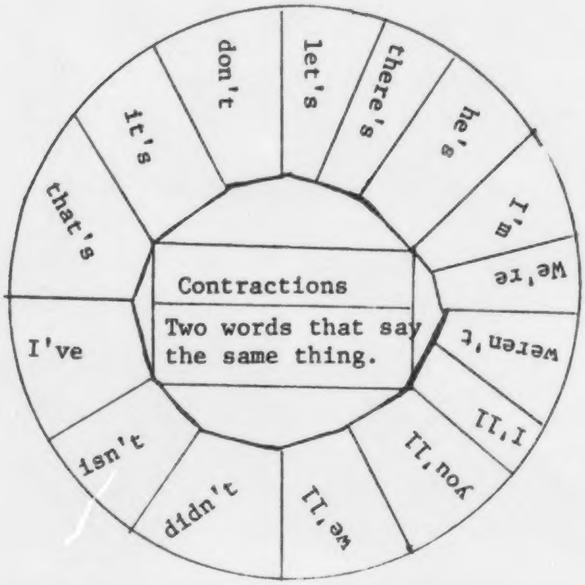
Clothespins.

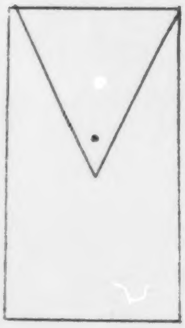
Envelope for pieces of answer sheets.

Felt tip markers.

Paste.

Scissors.


don't
let's
there's
he's
I'm
We're
weren't
I'll
you'll
we'll
didn't
isn't
I've
that's
it's
Contractions
Two words that say the same thing.



PROCEDURE: What two words mean the same as these contractions?

Choose the pairs and clip them together.

Write these words on the pieces of paper:

I am - I'm
I have - I've
We will - We'll
You will - you'll
We are - We're
Would not - wouldn't
Were not - Weren't
He is - He's
Let us - let's
She is - She's
They would - They'd
You would - you'd
It is - It's
Who will - who'll
I will - I'll
She would - she'd
There is - There's

Directions: 1. Number of players: can be individual or partner participation.

2. Player reads the word and then looks in envelope to find a word with the contraction.

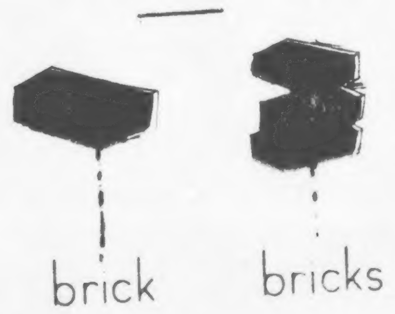
3. Player places the answer on top of the disc and clips them together with a clothespin.

PURPOSE: The child is able to tell when known words---nouns plus s forms---are singular or plural.

MATERIAL: Houghton Mifflin Reading Program, Tapestry Teacher's Guide. Wisconsin Design for Reading Skill Development.

PROCEDURE: Draw a single object on the chalkboard, such as a tree, a star, or a cat, and label your drawing. Then make another drawing with several of the same objects and label that drawing. Ask children to differentiate between the labels. Underline the s or have children bracket it with their hands for emphasis.

NOTE: Another variation of skill is to have children use original drawing exercises or pasting exercises which require the child to distinguish between one or more than one as indicated by an s. Example, draw a dog; draw trees; draw three tops, etc. Paste one boy in the box; paste circles in this box.



1.

PURPOSE: To teach more difficult plural forms which include the es that occurs after ch, sh, s, and x.

MATERIALS: Houghton Mifflin Reading Program. Tapestry Teacher's Guide
Wisconsin Design for Reading Skill Development
Audio Reading Progress Laboratory Education Progress Corporation.

PROCEDURE: Begin auditory discrimination of the new syllable with review of the simple s plural. Then listen to tapes with es plurals.

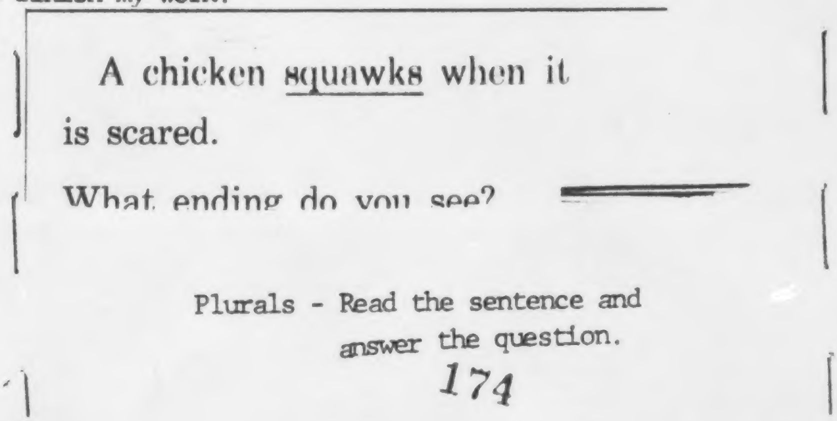
Write one, rose, two ----, on board.

Write one, bus, two ---, on board. Ask children to say the words slowly to themselves. Point out the e sound in buses and roses. Use ch, s, x examples also.

Develop seatwork sheet:

Sample: 1. one boy --- many ________
2. one church --- many ________
3. one box --- a few ________
4. one paper --- six ________
5. one flash --- lots of ________

Follow-up activity may include activity from "Things to do when I finish my work."



A chicken squawks when it is scared.

What ending do you see? ________

Plurals - Read the sentence and answer the question.

PURPOSE: To teach plural of words ending in y preceded by a consonant.

MATERIALS: Houghton Mifflin Reading Program, Tapestry Teacher's Guide
Wisconsin Design for Reading Skills

PROCEDURE: Ask children to tell you the plural of the words that you write on chalkboard.

Example: one pony --- many ponies
one cherry --- many cherries
one family --- many families
one party --- many parties

Have them study the plurals. Ask them what happens to the base word before es is added--(Children should be able to see that the y was changed to i and then add the es.) Follow-up activity may be workbook page from pupils practice book or chalkboard assign as:

1. We lived in three _________. (city)
2. Our teacher read us two ________. (story)
3. I say many ________ in the store. (lady)
4. Five ______ make a nickel. (penny)

Note: When children have mastered the y preceded by a consonant, review the simple s rule for y proceeded by a vowel. To promote flexibility, combine the two types in one exercise.

Example:
1. a baby -- two babies
2. a key -- two ______
3. a day -- five _____
4. a daisy -- many ______

Adah M. Hull

PURPOSE: The child demonstrates ability to apply syllabication generalizations by dividing given words into single-sound units.

To teach that a one-syllable word is not divided.

MATERIALS: Chalkboard, chalk

Houghton, Mifflin Practice Book, Medley, p. 2.

PROCEDURE: Write a list of one-vowel words on the board and have children underline the vowel and give its sound.

Example:
1. go
2. find
3. then
4. in
5. first
6. has
7. two
8. which
9. put
10. we

Review one-vowel--one-syllable generalization.

Now write a list of one-syllable words with two vowels and have children underline the vowels and cross out the silent vowel.

Example:
1. bead
2. write
3. boat
4. hope
5. wait
6. shape
7. beet
8. cube
9. home
10. real

Discuss the distinction between the number of vowels seen and the number heard, reiterating the fact that it is the vowel sound which distinguishes a syllable.

Discuss common vowel combination which makes a long sound, ea, ee, ai, oa, ay; consonant digraphs, ch, th, sh, wh; and vowel diphthongs oi, oy, ou, and ew, as two letters that make one sound and must not be divided.

Follow-up:

Use practice book page.

PURPOSE: To teach that a compound word is divided between the two words.

MATERIALS: Pupil's Textbook, Houghton Mifflin, Tapestry
Chalkboard

PROCEDURE: Give the children a list of words on the chalkboard. Have them come to the chalkboard and draw a line between the two smaller words that make up the compound word.

Example:

1. barnyard
2. beanstalk
3. sunset
4. cupcake
5. newspaper
6. notebook
7. blueberry
8. mousetrap
9. classroom
10. mailbox

Follow-up Activity: Have children find ten compound words in their textbook and draw a line between the two smaller words that make up the compound word.

Game: Suppose you had these four words.

day	night	fall	time

How many compound words can you make using each word above once?

Game Sheet

flash	guard	horse	air	house
jay	bird	life	sea	light
blue	mail	book	man	room
class	shoe	coast	coat	store
work	earth	worm	rain	

It is possible to make twelve compound words using each slip of paper once. Cut out slips of paper and rearrange words to make compound words.

PURPOSE: To teach that a prefix is always divided from its base word.

MATERIAL: Chalkboard, a beginning dictionary

PROCEDURE: Review prefixes and their meanings with children. Use the beginning dictionary as a resource, and select some words from children's sight, reading, and listening vocabularies to devise a list of words with different prefixes being taught--

Example: dis --- discount, discuss
de --- decover, depend
pre --- preview
un --- uneven, unwash, undress
non --- nonstop
in --- income
mis --- misjudge
im --- impossible, important
a --- away, ago

Follow-up activity: Give the children a list of words. Have them write the first syllable, (prefix) and then the number of syllables they hear in the word.

Example: unhappy --- first syllable un
number of syllables 3

bicycle --- bi 3
nonstop --- non 2
triangle --- tri 3
unheard --- un 2

Michael Foley

PURPOSE: To have students make words plural using plural making rules:

a. When words end in x, ch, s, sh - add es.

b. When a word ends in y - drop the y and add ies.

c. When a word ends in f - change the f to a v and add es.

MATERIALS: Pencil, worksheet with a vocabulary list on it -- approx. 30 words.

PROCEDURE:
1. Each student shall get a vocabulary worksheet and proceed to change each word to a plural.
2. After the student has changed the word he should place an a, b, or c next to the word denoting the correct rule he has followed.
3. When all have finished, one at a time, each student shall pronounce the original word, the plural of the word and its spelling, and finally the rule for the change.
4. Other students shall make corrections as needed and the teacher serves as the final judge.

PURPOSE: Students are to learn to pronounce words by learning to accent syllables correctly.

MATERIALS: Index cards, magic markers or crayons, dictionaries, multi-syllable vocabulary list-teacher developed.

PROCEDURE:
1. Students will be divided into groups of three.
2. Each student shall select five words from the vocabulary list and write each on an index card, not allowing the other students to see.
3. One by one each student shall take a turn showing one of his words.
4. Using the rules of accented syllables, the student to the right of the "show" student shall pronounce the word.
5. The student to the left of the "show" student shall explain why the word is pronounced as it is, using the proper rule--or change the word pronouncement and explain why.
6. A final check for correct sound and accents shall be made with the use of the dictionary.

Michael Foley

PURPOSE: The students shall develop new words with new meaning with the use of a prefix.

MATERIALS: Overhead projector, list of base words, list of prefixes, dictionaries.

PROCEDURE:

1. The teacher shall project a base word on the screen.
2. Students shall explain what the base word means--then check the dictionary for verification.
3. From the list of prefixes students shall add various prefixes to the base word.
4. A student judging panel will check the dictionary to see if such a new word exists.
5. A student "new word panel" will then explain the meaning of the new word.

PURPOSE: Students shall develop a compound word vocabulary list.

MATERIALS: Newspapers, magazines, construction paper, crayons, scissors, paste.

PROCEDURE:

1. Students, using current newspapers and magazines, shall cut out compound words and paste the words on a piece of construction paper.
2. Students shall, using crayons, write each word in bold letters and then under the word divide the word into the two separate words.
3. A different student committee shall be responsible for placing these words on the bulletin board once a month.
4. A class discussion of each compound word shall take place in order that the students understand each base word as well as the compound word.

PURPOSE: Students shall learn what family and rhyming words are.

MATERIALS: Dictionaries, teacher supplied vocabulary lists (2), chalk

PROCEDURE:
1. The class will divide into two equal groups and sit facing each other from one side of the room to the other.
2. The vocabulary list shall be given to two students--one to one side, the other to the opposing side.
3. Two columns will be drawn on the board for scoring--the teacher will serve as the judge.
4. One student shall read one word from the list. Each team will then give a family or rhyming word to the given word and explain if it is family or rhyming. Each of the words will be written in the column of the team that gives the word. The teams shall alternate back and forth until no more words are available. A time allotment for each team will be 15 seconds to think of a word and then the opposing team will have an opportunity.
5. The team accumulating the greatest number of words shall win and gain 10 points that go into the grade book and losing team 5 points, and in case of a tie, 8 points to each side.

PURPOSE: Students shall develop a compound word vocabulary.

MATERIALS: Chalk, chalkboard, dictionaries.

PROCEDURE:

1. Students shall be divided into two teams facing each other.
2. The teacher will write a starter word on the board in each of two columns (Team I and Team II).
3. In an alternating style, one student at a time from opposing teams shall add another word to the starter word to make a new compound word. This shall proceed until no new words can be thought of. (Sample: Starter word: quicksand - Add: sandpaper to paperback to backbone to bonelike to likewise.
4. Time limits to produce new words will be made and the team producing the most new words shall receive one point.
5. Dictionaries shall be used to verify any questionable word.

OBJECTIVE I

Given the root word, the student will write the cardinal number for the root word plus ten. Emphasis will be placed on the use of the suffix -teen.

MATERIALS

1. Chart similar to the following:

ROOT WORD	ROOT WORD PLUS TEN
three	
four	
five	
six	
seven	seventeen
eight	
nine	

PROCEDURE

1. Students will be asked to fill in the above chart with the correct spelling of the cardinal numbers.
2. The suffix -teen will be discussed.
(Note: -teen = ten more than the number it is affixed to.
3. The root word changes that occur will also be discussed.

OBJECTIVE 2

Given the root word, the student will write the cardinal number for the root word times ten. Emphasis will be plased on the use of the suffix -ty.

MATERIALS

1. A chart similar to the following:

ROOT WORD	ROOT WORD TIMES TEN
three	
four	
five	
six	
seven	seventy
eight	
nine	

PROCEDURE:

1. Students will be asked to fill in the above chart with the correct spelling of the cardinal numbers.
2. The suffix -ty will be discussed.
   (Note: -ty = ten times more than the number it is affixed to.
3. The root word changes that occur will also be discussed.

OBJECTIVE 1

The students will correctly use the suffixes -th, and -eth in the spelling of the ordinal numbers.

MATERIALS

1. A chart similar to the following:

ROOT WORD	ORDINAL NUMBER	ROOT WORD PLUS TEN	ORDINAL NUMBER	ROOT WORD TIMES TEN	ORDINAL NUMBER
THREE		thirteen		thirty	
FOUR		fourteen		forty	
FIVE		fifteen		fifty	
SIX		sixteen		sixty	
SEVEN	seventh	seventeen	seventeenth	seventy	seventieth
EIGHT		eighteen		eighty	
NINE		nineteen		ninety	

PROCEDURE

1. Students will be asked to complete the above chart with the correct spelling of the ordinal numbers.
2. The suffixes -th and -eth will be discussed.

OBJECTIVE 4

After having completed the ordinal and cardinal number chart, the students will answer spesific questions concerning word recognition skills.

MATERIALS

1. This previously completed chart will be used for questioning.

ROOT WORD	ORDINAL NUMBER	ROOT WORD PLUS TEN	ORDINAL NUMBER	ROOT WORD TIMES TEN	ORDINAL NUMBER
three	third	thirteen	thirteenth	thirty	thirtieth
four	fourth	fourteen	fourteenth	forty	fortieth
five	fifth	fifteen	fifteenth	fifty	fiftieth
six	sixth	sixteen	sixteenth	sixty	sixtieth
seven	seventh	seventeen	seventeenth	seventy	seventieth
eight	eighth	eighteen	eighteenth	eighty	eightieth
nine	ninth	nineteen	nineteenth	ninety	ninetieth

PROCEDURE

1. The students will be given the following word attack type of questions to answer in relation to the above chart.

   (see next page for word attack questions)

OBJECTIVE 4 (cont.)

1. What cardinal number means ten times four? __________
   How has the root word four changed? __________

2. What is the root word of twentieth? __________
   How has the root word changed? ____________________________
   What suffix was added? __________

3. Write the irregular ordinal for three. __________

4. Add -eth correctly to thirty, forty, fifty.
   __________ __________ __________

5. What ordinal comes after eighth? __________
   What is its root word? __________
   How has the root changed? ____________________________
   What suffix was added? __________
   To what rule is this an exception? ______________________
   ____

6. Which five root words change?
   __________ __________ __________ __________ __________

7. Whose five words contain the schwa spelled by the letter "i"?
   __________ __________ __________ __________ __________

8. Write the five words from the chart that contain the long \ā\ sound. Underline the letters that combine to spell \ā\ .
   __________ __________ __________ __________ __________

9. In the seven words that contain y, is y a vowel or a consonant.
   a consonant? __________
   What sound does it spell? __________

10. Which words contain the \y\ sound as one of two sounds spelled by one letter?
    __________ __________ __________
    __________ __________ __________

11. A root word and its homophone are both respelled \āt\.
    Use them correctly below.

    Joe __________ only __________ cookies.

PURPOSE: A. To help students demonstrate their ability to identify root/base words.

B. The ability to change the service function of the word, alter the meaning, or construct a new word. (Prefixes-Suffixes-Compound Words)

MATERIALS:

1. List of suitable key words (root word and base words).
2. Pencils.
3. Paper.
4. Blackboard.

PROCEDURE:

1. The teacher will (should) name a word, then write the word on the board.
2. The students are given five minutes to write as many forms of that word as possible.

employ

employment
employee
employer
unemployed
employed
etc.

3. Inform the class that they may add a prefix, a suffix, use it as part of a compound word, as part of a frequently-used pair of words, or as part of a larger word.
4. The teacher gives several examples:

Example = employ (in 2).
= rain

5. Write on the board the words (answers) as the class gives them to you.

rain

rained
raining
rainy

rainbow
raincoat
raincloud
rainforest
raindrops

refrain
grain
train

6. Each student would have a change to give his list of words.

PURPOSE: To help students examine a word and discover the familiar root word.

To help students use prefixes and suffixes in their everyday compositions.

MATERIALS:
A. newspaper
B. pencils
C. paper

PROCEDURE:
A. This is a follow-up exercise used after students have completed their textbook assignments.
B. Read a story to the class.
C. Use sentences that contain two words which have a prefix and/or a suffix.

Example:

Many voters did not go to the polls, because of the unexpected snow storm.

Do you know the difference between an adverb and an adjective?

D. Have students to write the words on their paper, then separate the root/base word from the prefix or the suffix.

Examples: vot ers   ad verb
un expect ed   ad jec tive

E. After all answers have been given, one student should write the words on the baord for all classmates to see.

F. Part two:

The students are given a topic and asked to construct a paragraph. The paragraph should contain 3 to 5 sentences. Each sentence must have two prefixes and/or two suffixes.

G. Have students read their paragraph and class is to write down all words containing a prefix and/or a suffix.

The Greek myths are a part of the mythology of early people who used mythological stories to explain happenings in nature for which they had no other explanation.

PURPOSE: To review generalizations or rules for dividing words into syllables.

MATERIALS: Paper, pencils, dittoed word lists, textbooks, selected passages, chalkboard, and chalk.

PROCEDURE:
1. Put supplementary words on board.
2. Ask students to pronounce the words and ask how many syllables are heard in each word.
3. Ask how syllables are determined. Have students understand number of vowel sounds in a word, determine the number of syllables.
4. Ask a student to go to board, divide a word and give rule.
5. Repeat procedure until 5 or 6 rules have been given.
6. Pass out word lists or selected passage.
7. Have a student read directions and then let class complete exercises independently.
8. For slower students, teacher may have to help with two or three as examples.
9. These activities will be a follow-up after class has studied all rules for dividing words into syllables.

PURPOSE: To help students identify root words and their meanings.

MATERIALS: Word lists, pencils, and paper, chalkboard, texts.

PROCEDURE:
1. Teacher will write word examples on board.
2. Write list of suffixes and prefixes on board with their meanings.
3. Ask for a volunteer to suggest other words to which prefixes and suffixes can be added.
4. Ask student to give meanings for new words.
5. Pass out word lists.
6. Have students divide words separating prefixes and suffixes. Underline root or base words.

Catherine Gault

PURPOSE: To help students identify prefixes and their meanings.

MATERIALS: Selected passages, or word lists, pencils, chalkboard.

PROCEDURE:

1. Ask students for a definition of a prefix.
2. Have students understand that a prefix is a word or letter placed before a base or root word to form a new word. This changes the meaning of the word.
3. List a few prefixes on board such as re, dis, in, im, en, un, ex, etc. and their meanings.
4. Teacher could have students look up meanings of prefixes. Add prefixes to words on board and use in a sentence.
5. Pass out word lists; have pupils underline prefixes.

PURPOSE: To help students identify suffixes and their meanings.

MATERIALS: Paper, pencils, word lists, texts, chalkboard, dictionaries

PROCEDURE:
1. Write example sentences on board.
2. Underline key words with suffixes in each sentence.
3. Ask students for a definition of suffix.
4. Ask students to underline suffixes in key words.
5. Pass out word lists, have students underline suffixes.
6. Ask students to look up meanings of suffixes and use words in original sentences.

Thelma Rainge

PURPOSE: To be able to recognize and identify prefixes in reading and written assignments.

MATERIALS: 2 brown paper bags, 30-35 base (root) words, 60 prefixes, 2 felt tip markers (different colors) construction paper and scissors.

PROCEDURE: Cut 30-35 strips of construction paper and write various base (root) words on them.

Example: appear, view, place

Write 60 different prefixes also, on construction paper (using different colors from the base words). Put the base words in one bag and the prefixes in the other.

Allow students to choose one base word and two prefixes.

Now they should circulate around the room, in an attempt to correctly match the prefixes with the base words. One point is given for each correct match. However, some (base) can take 2 or even 3 different prefixes (re + place, mis + place, dis + place). If students are able to determine this, they receive 2 points for each additional prefix used. The winner is the one who receives the most points.

This activity works well with the entire class.

PURPOSE: To be able to recognize contractions as a shortened form of two words, which result in one word.

To become aware of the importance of the apostrophe (which replaces the missing letters) when writing contractions.

MATERIALS: Comic strips from the newspaper, unlined white paper or construction paper, scissors, glue, ballpoint pens, stapler, staples, chalk, chalkboard, and eraser.

PROCEDURE: The teacher illustrates one word contractions (before moving on to two word contractions), on the chalkboard.

Example: cannot = can't

Now she explains that to contract means to shorten. Initially, the teacher pronounces words and the students go to the board. They must write the words (e.g. could not), and then also write the contraction which matches. This activity demonstrates to both teacher and students the level of understanding of the concept, after its introduction. Now reinforcement activities can be planned.

Bring old comic strips to class, cut out captions which contain contractions. Use a ballpoint pen to mark (underline) each contraction.

Take unlined white paper preferably (but construction paper will suffice), and fold it horizontally, then turn it vertically, to resemble a small comic book. Staple the pages inside your construction paper cover. Paste no more than two captions, which contain contractions on each page. Be sure to underline each contraction. Students must also write the words from which the contractions were derived underneath each caption. Students design their own covers for the booklets. Then the finished booklets are placed on our bulletin board, called "Cartoon Contractions."

As a means of evaluating student's understanding of contractions, they are expected to recognize 15 out of a possible 30.

PURPOSE: Present visual reminder of word parts and their definitions.

MATERIALS: Bulletin board.

PROCEDURE:

1. Title - Match Word Part with Definition.
2. Column A Word Parts (re, tele, auto, gress, vise, graph, etc.)
   Column B Definition
3. Use long strip of construction paper located at bottom of board to match words.

PURPOSE: Present prefix concept

a. prefix at beginning of word changes meaning

b. meaning of un, in, dis

MATERIALS: Filmstrip projector, Filmstrip #8, (Language Skills Films and Tests), dictionary.

PROCEDURE:

1. Discuss meaning of word prefix.
2. Students read directions for each frame in lesson 3.
3. Frame 1 - identify prefix of each word. Frame 2,3, and 4 - definition of prefixes. Complete sentence by adding correct prefix to word in parentheses. Use dictionary if necessary.

Carolyn Deggans

PURPOSE: To review different kinds of suffixes; root words.

MATERIALS: Joys and Journey Skill Book (workbook) p. 22

PROCEDURE:

1. Discuss meaning of suffix and root word.
2. Student reads directions.
3. Independent activity.

Jordan Bonner

PURPOSE: Students will be able to define a prefix, and use given prefixes with different words.

MATERIALS: Filmstrip: Working with Prefixes
Record player, newspaper
Filmstrip projector

PROCEDURE: Show filmstrip: Working with Prefixes (sound).
List the following words on the chalkboard.
Have each student write two sentences: a sentence using the root word and a sentence for the word with the prefix added to the root word. (connect - disconnect, agree - disagree, school - preschool, historic - prehistoric, build - rebuild, arrange - rearrange).
Have student look through newspapers and identify a minimum of ten prefixes.

Jordan Bonner

PURPOSE: Students will be able to define a suffix, and will be able to use given suffixes with different words.

MATERIALS: Filmstrip - Working with Suffixes, Record player, ditto sheets, filmstrip projector.

PROCEDURE: Review the main parts of speech with the class, to help the children understand that the addition of a suffix to a word can change the part of speech of the original word.

Show the filmstrip Working with Suffixes (sound).

Have students underline suffix words in sentences and identify the parts of speech of the words they underline. (example: I can make a colorful picture. (adjective)) (ditto sheet),

PURPOSE: The student will demonstrate recognition of syllables by identifying the number of syllables in oral or printed words.

MATERIALS: Ditto sheets, pencil (open and closed syllables)
Filmstrip - Syllables, filmstrip projector

PROCEDURE: Review the closed syllable pattern. (vc/cv)
Review the open syllable pattern. (v/cv, vc/v)
Play syllable game by asking each child in turn to give the correct number of syllables in one- or two-syllable words pronounced.
Show the filmstrip (Syllables).

PURPOSE: Student shall exhibit mastery of adding suffixes to words ending with silent *e*.

MATERIALS: *Syllables and Words* workbook and tape 3B, pencil, paper.

PROCEDURE: Before completing the sentences with one of the words with the proper suffix, student shall list each base word with all possible suffixes from the right side of the page.

Then the student will complete the page following the directions on the cassette.

1. **Purpose:** Students will be able to divide words into syllables.

Materials: Word list, paper, pencil, dictionaries

Procedure:

1. Students will be given the following word list:

   Europe, peasant, noble, Crusader, Moslem

2. Students will listen while the teacher pronounces each word slowly.

3. Students will repeat each word after the teacher has pronounced them.

4. Students then divide each word up into its syllables while saying each word slowly.

5. Each word broken down into syllables is written.

6. The student will check each word using the dictionary

Mario Dongu

Purpose: Students will be able to explain what adding the suffix "ed" does to a word.

Materials: Sample sentence: Not many people traveled in Europe a thousand years ago. Langauge Arts grammer textbook, dictionaries, paper, pencil

Procedure:

1. Students will define the word travel using the dictionary.
2. Students will give the rule for adding the suffix "ed."
3. Students will explain how the meaning of the word travel has changed.
4. Students will use words adding the "ed" and explain what the word means.
5. Teacher could write root words on the chalkboard and students add the "ed" and explain how the words meaning has changed.

Mario Dongu

Purpose: Students will be able to distinguish the correct syllabrication of a given word.

Materials: Worksheet and pencils

Procedure:

1. Students will receive a worksheet which is divided into 10 boxes.

2. Each box will have a word broken up into syllables four different ways.

3. The teacher will pronounce a word slowly, emphasizing the syllables.

4. The student is to circle the correct syllabricated word in the specific box.

Purpose: Students will be able to explain what compound words are and how to define them.

Materials: Dictionaries, paper, pencils

Procedure:

1. Students will be given the following compound words:

   Businessman

   Lawmaker

2. Students and teacher will discuss and come to a workable definition of what a compound word is.

3. Student will then divide the given words into their compound parts.

4. Students are to define the words by their compound parts, using the dictionary.

5. After getting the two definitions for each word, the students are to deduce a single definition for the entire compound word.

Mario Dongu

Purpose: Students will be able to write directions using context clues from past experience.

Materials: Paper and pencils and large city map

Procedure:

1. Students must write the direction from their home to school giving the number of blocks, directions, changes of directions, etc.
2. These descriptions are exchanged with other students.
3. Each student will draw a map using the information given from the description.
4. Students and teacher can check the correct discriptions and drawn maps against the city map.

Purpose: Students will be able to syllabricate several math terms.

Materials: paper, pencils, and dictionaries.

Procedure:

1. The following terms are written on the board: "addition," "subtraction," "multiplication," and "division."
2. Each term is pronounced slowly by the teacher, and repeated by the students.
3. The students will be asked to say each word slowly and break each word up into its syllables.
4. The teacher and students will say the words again, and list the syllables on the board.
5. The students will then look up each word in the dictionary to see if their responses and the responses on the board are correct.

. **Purpose:** Students will be able to divide words into syllables.

Materials: dictionaries, word list, paper, and pencil.

Procedure:

1. Students will be given the following word list: "dividend," "remainder," "multiplier," "numerator," and "denominator."
2. Students will listen while the teacher pronounces each word slowly.
3. Students will repeat after each word.
4. Students will then divide each word into its syllables while saying each word slowly to themselves.
5. Later, each word will be looked up in the dictionary so students can correct their won papers.

Carolyn Dongu
215

Purpose: The students will learn the meaning of the prefix "im", and what it does to the root word.

Materials: dictionaries, paper, pencils

Procedure:

1. Using the terms "fraction," "proper fraction," and "improper fraction," students will define these terms.
2. Students will compare and contrast the definitions of "proper fraction" and "improper fraction." (using a dictionary)
3. Students will indicate what the prefix "im" means.
4. Students will indicate if the prefix "im" changes or does not change the meaning of the term "proper fraction" (the root word).

Purpose: Students will learn the meaning of the suffix "er" , and what it does to the root word.

Materials: dictionaries, paper, and pencils

Procedure:

1. Using the terms "multiply" and "multiplier," students will define the terms. (using a dictionary)
2. Students will compare and contrast the definitions.
3. Students will indicate what the suffix "er" means.
4. Students will indicate if the suffix "er" changes or does not change the meaning of the term "multiply" (the root word).

Objectives:

The student should pronounce correctly the listed words showing stressed syllable and then make their own list of problem words.

Materials:

Poster, dictionaries, paper and pencil

Procedure:

The poster "DON'T CHANGE STRESS" will show words with the properly stressed syllable capitalized.

Students will copy and study this poster and then prepare their own list of problem words with the stressed syllable capitalized.

Rl Lovejoy

Objective:

Given a work sheet using prefix, suffix and root words students should write the meaning of each.

Material:

Work sheet and dictionary

Procedure:

The student will use a work sheet containing widely used prefix and suffix words.

They will notice that the spelling of base words are sometimes changed.

Example:	(general meaning)	(word using prefix)
Semi	half	Semicircle

Example:	(prefix)	(suffix)	(base word)
Removal	Re	al	move

R. Lovejoy

Objective:

The student should pronounce correctly words listed on the ADD and SUBTRACT chart and be able to correctly spell them.

Material:

ADD and SUBTRACT chart, practice time and a spelling contest.

Procedure:

Have student study the required words from the given chart.

Give them time to test each other.

Then have students stand for a Spell down.

Example: SUBTRACT

February (not Febuary)

ADD

escape (not ek - scape)

R. Lovejoy

Objective:

The student should pronounce correctly words listed on the DO YOU REARRANGE chart.

Material:

Chart of words

Students furnish pencil and paper.

Procedure:

Students will divide into pairs and practice for each other the words listed on the chart.

They may win points if desired and given a time limit.

Students should add words of their own to their lists as they discover other words which get rearranged.

Example: larynx (la - rinks) (not lar - nicks)

R. LOVEJOY

Objective:

The student should pronounce correctly words listed on the DON'T ADD SYLLABLES chart.

Material:

Chart - DON'T ADD SYLLABLES, pencil, paper and dictionary.

Procedure:

The student will copy the words from the given chart and practice correct pronunciation.

Using the dictionary they will then locate and add to their list other words which syllables are often added.

Example:

athletic (not ath - a - let - ic)

IV Word Recognition: Structural Analysis= Prefixes, Suffixes

Objective: To teach the differentiation between prefixes and suffixes.

Materials: Dictionaries, paper, pencils, ink pens, blackboard, erasers, and textbooks or magazines, newspapers, etc.

Procedure: Teach the students that prefixes are syllables added to the beginnings of words to alter their meanings. Put the following on the blackboard.

1. Add the prefix;
    - a. un to the base happy= unhappy
    - b. dis to the base regard= disregard
    - c. en to the base able= enable
    - d. ex to the base change=exchange
2. Prefix Game:
   Divide the class into two teams. Provide each team with space at the blackboard. Prepare a list of prefixes such as un-, pre-, non-, bi-, and re-.
   Then say to the class:
   I will pronounce a prefix, such as un- and call the first person from Team I to the board. He will write a word containing the prefix un- such as unsteady. Then a person from Team II will come to the board and write a new word beginning with the prefix un-. The teams continue alternating turns, until one person writes a word already used, or cannot think of any word to write. The opposing team then scores one point, and begins with a new prefix. At the end of the reading hour, the team with the highest score wins.

Procedure: Teach the students that suffixes are syllables added to the end of words to alter their meanings

1. Add the suffix to a base word that ends in e, after the e has been dropped as in hope = hoping or the rule: Add the suffix:
    - a. ed to hope= hoped
    - b. er to writer = writer
    - c. es to love = loves
    - d. es to make = makes
2. Suffix Game:
   Play it in the same manner as the Prefix Game only the adding of a syllable is at the end of the word.

V Word Recognition: Structural Analysis=Syllables and Compound Words

Objective: To teach the students how to correlate the number of syllables in a word with the rhythm of poetry.

Materials: Prepare a list of multiple-syllabe words, blackboard, erasers, and MOTIVATION of STUDENT*PARTICIPATION.

Procedure: 1. Put a list of words on the blackboard prior to classtime.

Example:

alligator
temporary
collide
unconditional
riddle

fascinating
resident
population
gradual
deviate

composition
invitation
company
muscular
motion

2. Say a word, and call on someone in the class to clap the number of syllables in the word.
   a. Explain, if I said "reference", how many times
w would you clap, Sherman? Yes, three times.
   b. Pronounce the words normally, not stressing the separate syllables.
3. Next, make poems using the above words that rhyme with other words the students have read in English, reading, or other subjects(Social Studies, Math, etc.).

Objective: To teach the students how to categorize words, and make compound words from three suggested words.

Materials: Pencils and paper, blackboard, erasers, chalk, and a "timekeeper."

Procedure: 1. On the board list three or more words, each of which can be used as part of a great number of compound words.

house some book

2. At the top of their papers tell the students to list the three words shown on the board. In a column under each word, tell them to write all the compound words they can think of that contain that word.
3. With great motivation, stress seeing who can list the most words in 5 minutes. Ready? Go! It's fun for the teacher to participate too.
4. The completed work might look or have answers like this:

house	some	book
houseboat	sometime	bookcase
greenhouse	somewhere	notebook
housewife	something	bookkeeper
housekeeper	somewhat	bookmark
household	someone	bookmobile
housework	somebody	bookstore
housedress	someway	bookworm

Word Recognition
2. Structural Analysis

Purpose: To help students form new words by adding and taking away word endings.

Materials: New vocabulary list, pencil and paper

Procedure:

1. Write the list of vocabulary words on the chalkboard.
2. Instruct the students to fold their papers into four equal parts.
3. The first column is for the vocabulary word as copied from the board. The second column is the endings that are removed. The third column is for the new word that is formed. The fourth column is for the added ending.
4. With this activity all of the vocabulary words will be either added to or the ending will be taken away.

Vocabulary Word	Ending that is removed	New word formed	Ending that is added
1. resources	s	resource	—
2 depend	—	depends	s
3. export	...	exporting	ing
4. factories	ies	factory	—

Rosalind Sellers

Word Recognition

2. Structural Analysis

Purpose: To give the students practice in forming and identifying compound words by playing Compound Word Scrabble.

Materials: Cards with small words on them and the students.

Procedure:

1. The game is played similiar to the game Scrabble.
2. The cards with the words will be placed face down on the table.
3. Four students can play at a time.
4. Each student selects five cards, one card will be chosen to be faced up as the beginning word.
5. The students will take turns clockwise, from their five words they must place a word on the table to match the one already there to make a compound word.
6. The student continues until he cannot make a new word.
7. If the student cannot make a compound word from the words he has he looses his turn.
8. The person won matches all of his five cards first is the winner.

Objective: To become familiar with words containing the suffix ant.

Materials: pencils, paper (ditto)

Procedure:

1. Write on the board, "What kind of ant?"
2. Pass out the ditto sheet.
3. Explain that each of the questions on the ditto can be answered with a word ending in "ant."
4. Students are to do the ditto on their own.

NAME ______________________

WHAT KIND OF — ?

WHAT KIND OF ANT . . .

1. . . . lives in the jungle? ______________________
2. . . . is far away? ______________________
3. . . . is extraordinarily large? ______________________
4. . . . is a bird? ______________________
5. . . . is someone who works for another? ______________________
6. . . . skips school? ______________________
7. . . . is good natured? ______________________
8. . . . is regular and continuing? ______________________
9. . . . is luxurious? ______________________
10. . . . is one who takes part? ______________________

WHAT KIND OF ICE . . . .

1. . . . frightens ladies? ______________________
2. . . . is thrown at weddings? ______________________
3. . . . is a robber's helper? ______________________
4. . . . is a crack? ______________________
5. . . . happens two times? ______________________
6. . . . is where some people work? ______________________
7. . . . could bite you? ______________________
8. . . . is enough? ______________________
9. . . . protects and serves you? ______________________
10. . . . is to lure? ______________________

DIRECTONS: See ANCHOR, page 162, "What Kind of Ant?"

Barbara O'Brien

Objective: To identify root words for fifteen given words; to identify prefixes and suffixes in a joke.

Materials: Ditto, transparency from Scope Visuals 24, "Building Dictionary Skills," overhead projector.

Procedure:

1. Distribute ditto sheets.
2. Project transparency and allow time to complete.
3. Inform students that individual prefixes and suffixes are separate dictionary entries.
4. Have students look up the meanings of the following: dis, re, pre, ful, im, il.
5. Have students add prefixes or suffixes to the following root words:

real cover dark fair believe
count enter honest thank order

Objective: To identify the number of syllables in a set of 32 words.

Materials: The Syllable Game by E. W. Dolch.

Procedure:

1. Shuffle the cards.
2. Hold the cards face up and lay down 5 cards in a row on the table. Say the words on the cards and see if any two begin with the same syllable. If there are pairs, put the pairs together and take them up, laying down other cards to fill their places.
3. After the first 5 cards are on the table, look at the next card. Say the word. If it makes a pair with any of the 5 cards, put another card down.
4. If the student cannot make a pair, put the card on the table beside the deck and look at the next card. By repeating this process, the student will match all cards.
5. Take the discards and use them as the deck to complete the matching.
6. The object is to see how fast the student can match all cards.

Objective: To identify and spell the past tense for ten selected words. To match six vocabulary words that are synonyms for jump.

Materials: Transparency and ditto #6, "Describing an Action" (Scope Visuals 2: Vocabulary Building), Overhead projector.

Procedure:

1. Project the transparency and have students read it aloud.
2. Ask for the past tense and the spelling of it for each of the ten verbs on the list.
3. Pass out dittos and have students check off the correct synonyms for jump.
4. Discuss answers. Ask for a new sentence with each of the checked words.

Objective: To combine two columns of words to form new words. (Surprise: the new words are unrelated to the pairs used to form them and one or both parts used to form the new word will change pronunciation when the parts are combined.)

Materials: Ditto, pencils.

Procedure:

1. Pass out ditto.
2. Ask if anyone can see any pair of words that combine to form a new word.
3. When new word is goven, discuss the "surprise" mentioned above.

NAME ________________

SURPRISE MATCH

1. MET
2. KNOW
3. RAT
4. PUT
5. SIN
6. NOT
7. GO
8. AM
9. HAS
10. HER
11. TEA
12. BE
13. CAR
14. LAB
15. PAGE
16. TO
17. WIN
18. PAT
19. BE
20. DO

a. SING
b. US
c. AD
d. HOD
e. ON
f. TEN
g. ROT
h. OR
i. LEDGE
j. RID
k. ANT
l. MAIN
m. ICE
n. TRY
o. HER
p. AT
q. HAVE
r. AM
s. END
t. RIOT

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________
19. ________________
20. ________________

DIRECTIONS: See ANCHOR, page 176, "Surprise Match". Write each complete word in the right-hand column.

Topic: Word Recognition

Objective VI. Students should be able to identify prefixes from from a given word list.

Materials: Word list containing words with prefixes, pencil, chalkboard, chalk.

Procedure:

1. The teacher will tell the students that a prefix is one or more syllables put at the beginning of a word to change its meaning. Write this definition on the board along along with these examples-regroup, unable, disrespect, pointing out and explaining the prefixes.

2. Class discussion. Ask students if they can think of words that have prefixes. List them on the board underlining their prefix.

3. Pass out word list containing words with and without prefixes.

4. Students are to identify the words with prefixes by underlining their prefix.as a written activity.

Purpose: To learn that many words are formed from basic roots, and that a knowledge of roots can aid in increasing ones vocabulary.

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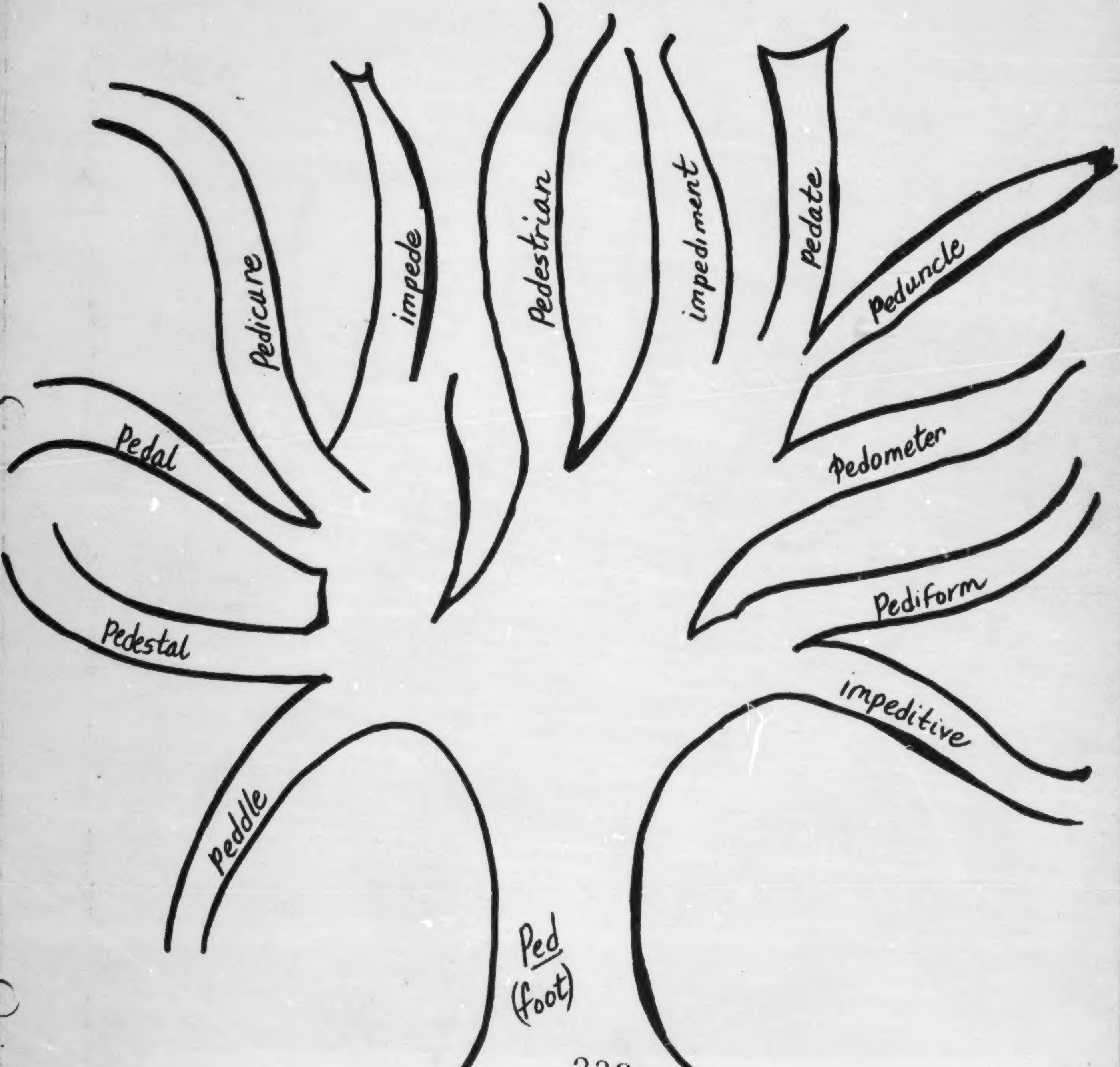
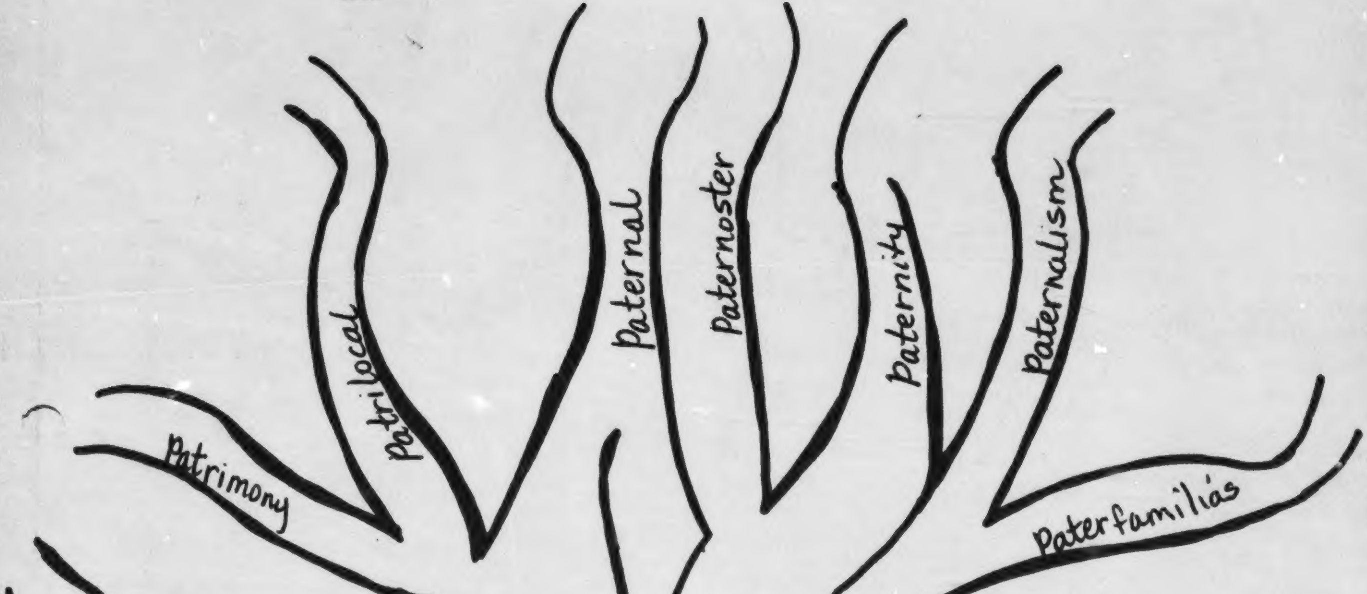

Pedicure
impede
Pedestrian
impediment
Pedate
Peduncle
Pedal
Pedometer
Pedestal
Pediform
impeditive
peddle
Ped
(foot)


Patrimony
Patrilocal
Paternal
Paternoster
Paternity
Paternalism
Paterfamilias
Patricide
Patrilineal
Patriarch
Patr
Pater
(father)

*Purpose: To discuss and analyze suffixes as a valuable tool for the poet.
Removed due to poor copy.

Acquiring the ability to structurally analyze words should make learning easier, limitless and certainly more interesting.

OBJECTIVE: To increase the student's knowledge of word origins.

MATERIALS: Dictionary, paper, pencil, word list.

PROCEDURE: Select five words from the word list that have Greek origin. Choose a word with Italian origin and one with French origin.

Latin

1. testicle - - L testiculus
2. uterus - - - uterus
3. ovum - - - - ovum
4. fraternal- - fraternus, frater brother
5. nocturnal- - LL nocturnalis, L nocturnus --nightly

Greek

1. spermatozoa - - sperma, spermatos - seed
2. prostate - - - prostates
3. amniotic - - - amnion - fetel envelope
4. hormone - - - hormon ppr. of hormalin-- to excite
5. pereneum - - - peri - enim to empty out

Italian

1. Fallopian - - gabriello fallopian

French

1. trimester - - - trimestre

WORD LIST

reproduction
puberty
prostate gland
ovum
penis
vagina
semen
uretha
ovary
birthmark
scrotum
spermatogenesis
spermatozoa
erection
ejaculation
nocturnal emission
foreskin
fertilization
unneeded
testicles
birthmark

Fallopian tubes
vas deferens
seminal vesicles
trimester
reproductive
crowning
miscarriage
premature
recessive
uterus
transverse birth
postpartum
afterbirth
incubator
fraternal twins
contraction
expel
nourishment
approximately
genital
Hormone

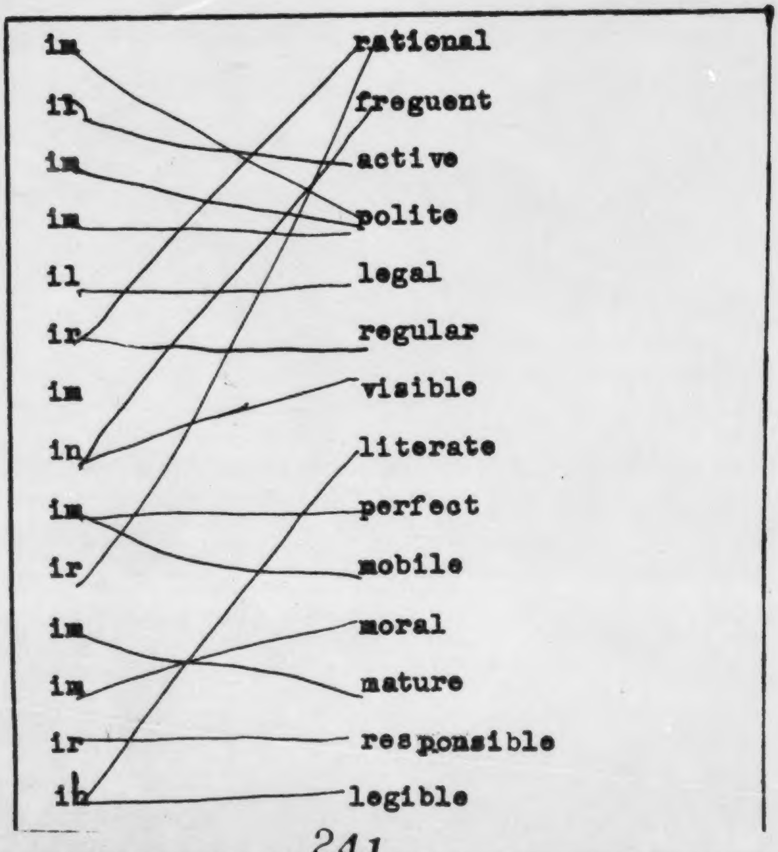
OBJECTIVE: To help students to recognize certain words to which active prefixes may be attached.

MATERIALS: Paper, pencil, printed sheet.

PROCEDURE: Many prefixes mean "not." This is true of in for example, which changes to ir when a root starts with r; to il when it starts with l; and im when it starts with m or p.

On the sheet given you, draw a line from the active prefix that should be attached to the word according to the above rule.

in, il, ir, im


im
ir
im
im
il
ir
im
in
im
ir
im
im
ir
in
rational
frequent
active
polite
legal
regular
visible
literate
perfect
mobile
moral
mature
responsible
legible

OBJECTIVE: To identify the prefixes in the word list.

MATERIALS: Word list, pencil, board.

PROCEDURE: Have students identify the prefixes in the word list and write them on a separate paper. Underline the prefix. After five or ten minutes, ask each student how many words he found with prefixes. The number may vary among students. (Do not agree with the correct number even though it may have been stated). Write the prefixes on the board and let students take turns writing the correct prefix in front of the root.

OBJECTIVE: To draw freely from the student's own active vocabulary in search for prefixes.

MATERIALS: Pencil, paper, word list, index cards, dictionary.

PROCEDURE: Students will be asked to begin a vocabulary building slip which they will add to from time to time as they find new and/or different words.

Using the word list, select a prefix and, on the vocabulary slip fill in the required information.

VOCABULARY SLIP

____________ __________Word part re-____meaning again

English Derivative

repeat

remit

remarry

reunite

OBJECTIVE: Recognition of words with prefixes, suffixes and roots.

MATERIALS: Reading material, word list, paper, pencil board.

DIRECTION: Select words from the word list which have both prefixes and suffixes. Without consulting the dictionary, try to define the word by analyzing each part and then combine parts to determine the meaning.

__Example__

unneeded

un - - prefix - - not

need - root - - - require, want

ed - - suffix - - past

un + need + ed - not wanted, not required

OBJECTIVE: To create new and additional interest in words by discovering and reading the historical origins of words.

MATERIALS: Word list, paper, pencil printed materials, library resources, or classroom encyclopedias.

PROCEDURE: Students will receive a printed copy of biographical information concerning Gabriele Fallopia (sometimes Falloppio or Falloppia; Lat. Fallopius), from whom the name of which the uterine tubes (Fallopian tubes) was developed.

These directions should be followed by students:

1. Read the biographical material carefully on the sheet given you.
2. Upon completion, give a brief annotation of Gabrielo Fallopio.
3. Check word list to see additional words with a possible historical background.
4. Students will be asked to bring in written summaries of at least two biographical sketches of words selected from the word list.

Note: Students are often amazed at the stories related to the words they study. Check Cowper's Glan.

Fallen Timbers, Battle of—Fallout, Radioactive -- deleted due poor copy.

Pansy D. Williams

OBJECTIVE: The student should develop proficiency in recognizing suffixes and how to form words using them.

MATERIALS: Flannel board, grab bag with suffix tags, chalkboard.

PROCEDURE: The teacher has each row of students line up and walk by the grab bag which she is holding. Each one takes his turn and selects a tag five times. The row is then seated and the same process is continued until all rows have participated in the grab bag.

The teacher says to the class:

1. I have the root "need" and I want a suffix to add. She places the root "need" on the flannel board.
2. The student having the suffix "ed" walks up and adds ed to the root. His row gets one point.
3. The teacher continues to ask for a suffix to add to the root she's holding until all the roots have been used and the proper suffix added.
4. The object of the game is to see which row has drawn the greatest number of suffixes and readily recognizes which ones may be addes to a certain root to form a word.

Some students may be at a disadvantage because they didn't grab the suffixes that could be added to the roots used.

OBJECTIVE: To learn spelling generalizations which apply to forming the plurals of nouns and generalizations applying to roots with certain endings.

MATERIALS: Paper, pencil, chalkboard

PROCEDURE: The following rules will be written on the board and read orally together by both teacher and students.

1. The plural of nouns ending in s, ss, sh or ch is formed by adding es.

   Example: bus-buses, guess - guesses
   church - churches.

2. The plural of nouns ending in f is formed by changing the f to v and add es.

   Examples: Wolf - wolves, hoof - hooves.

3. When a root ends in a consonant that is preceded by a single vowel, the consonant usually is doubled before ed, er or ing are added.

   Examples: Wrap
   Wrapped
   Wrapping
   wrapper

   Stop
   Stopper
   Stopped
   stopping

4. When a root ends in a "silent" e, the e is usually dropped when a suffix beginning with a vowel is added.

   Example: make - making

   ice - icing

5. When a root ends in a consonant followed by y the Y is changed to i before the suffixes are added.

Example: Lady - ladies

Candy - candies

Students should be given five minutes to study rules on the board. At the end of five minutes the teacher erases the board and writes:

"See how well you can verbalize the spelling generalizations that account for the following inflected and derived words.

1. halves, elves, calves

Generalization ______________________________

____

2. marred, fanning, sitter

Generalization ______________________________

____

3. filing, driver

Generalization ______________________________

____

4. masses, buses, churches

Generalization ______________________________

____

Papers will be checked to see whether the proper rules were applied.

OBJECTIVE: To see how well student has learned the structural analysis of words.

PROCEDURE: Fill in the blank in each sentence with a word from the word list which completes the statement. At the end of the sentence in parenthesis, state whether the word represents a word with a prefix, suffix, compound word, change in plural spelling etc.

1. The female has two __________ in which eggs are stored.
2. The male must have an ____________ before entering the vaginal tract.
3. A baby is considered ____________ when he weighs five pounds or less.
4. The conelike head of the penis is partially covered by the ______________
5. During the first ____________ all of the structures of a baby are formed.
6. An expectant mother should be certain that all of her meals contain the proper ________.
7. _______________ takes place in the Fallopian tube .
8. _______________ takes place when the baby's head first shows in the birth canal.
9. _______________ of the uterus and dilation of the cervix cause pain during childbirth.
10. Parents are the __________________ persons alive when the child is born healthy and strong.

Anna B. Davenport

STRUCTURAL ANALYSIS

PURPOSE: To determine whether a student is having difficulty with structural analysis.

MATERIALS: Textbook or other reading materials

PROCEDURE:

1. Listen to students as they read orally.
2. Note the type of errors he makes.
3. Ask questions to ascertain whether he knows certain root words, ending sounds, beginning sounds, word families, parts of compound words, contractions, and affixes.

Anna B. Davenport

STRUCTURAL ANALYSIS

Prefix- Suffix Baseball

PURPOSE: To provide practice in recognizing prefixes and suffixes, and their meanings.

MATERIALS:

1. Make cards with a prefix such as un______ or a suffix such as ______ly on them. Include the line to indicate whether it is a prefix or a suffix.
2. Choose words that are very familiar to students as undo, suddenly, faithful. Place these on the back of cards, e.g.

   one side ______ful other side Faithfu

3. Choose words from vocabulary lists prepared for each course - Family Relations, Family Management, Housing.

PROCEDURE:

1. Each of two teams chooses a pitcher who will dig in a box and "pitch" a word to the "batter."
2. The batter will think of a word to go with the prefix or suffix and then pronounce it.
3. If he does this much but cannot use it in a sentence he has made a "single."
4. If he can think of a word, pronounce it and use it in a sentence, he hits a "double,"
5. After the children become more adept at the game confine the hits to singles to slow down the game.

VARIATION:

Cards can be printed on OH transparencies. Place 'cards' on projector; flash on screen; individual students will write their answers. Increase speed of projection as students become more adept.

Score students papers using terms as single, double, etc.

Anna B. Davenport

STRUCTURAL ANALYSIS

Prefix and Suffix Chart

PURPOSE: To teach the meanings and uses of suffixes and prefixes.

MATERIALS: Charts, prefix and suffix cards, root word cards, prefix and suffix meaning cards.

PROCEDURE: 1. Construct chart like the following:

Prefix	Prefix Meaning	Root	Whole Word	Suffix	Suffix Meaning

2. Use large felt and cover chart, mark lines on felt. Put small pieces of velcour on back of each card.

3. Add prefixes or suffixes to chart.

4. Students will fill in the blank spaces. Place an "x" card in the spaces that are not applicable.

Anna B. Davenport

STRUCTURAL ANALYSIS

Go Fish

PURPOSE: To provide practice in structural analysis.

MATERIALS: A deck of cards, approximately the same size as regular playing cards. Each card should have a particularly form of a verb printed on it; e.g. jump, jumps, jumped, jumping. There should be four cards in each book and as many books as desired. A book consists of the four forms of a verb.

PROCEDURE:

1. Each player is dealt four cards.
2. The remainder of the pack is placed face down in the center of the table.
3. Each player in turn asks another player for a card to complete his book. If he receives the card, he may ask again.
4. He may continue to ask as long as he receives the card he is asking for.
5. If the person does not have the asked card he tells the player to "Go Fish" and the player must draw from the pile in the center.
6. If the player draws the card he asked for, he may ask another player for a card.
7. When a book is completed, it is placed down in front of the player.
8. If the player does not draw what he has asked, then it is the next player's turn.
9. The winner is the player with the most books when all books have been assembled.

VARIATIONS: Have pairs of cards, for example- sand-sand, there-there, and have the players "fish" for pairs instead of books.

Anna B. Davenport

STRUCTURAL ANALYSIS

PURPOSE:	To teach the sounds of suffixes and prefixes.
MATERIALS:	Flash cards of the common roots, prefixes, and suffixes. (Prepare some of the cards with root words from prepared vocabulary lists.
PROCEDURE:	1. Use these cards in forming new words. 2. Have a drill on the sounds, do not require memorization of the meaning of affixes. 3. NOTE: Lists or cards may be made on transparencies or filmstrip for projection on screens.

STRUCTURAL ANALYSIS

Send Over

PURPOSE: To provide practice in structural analysis by adding various endings to verbs.

MATERIALS: Large cards with a verb printed on each of them. Use verbs from prepared vocabulary list for each course (Family Management, Family Relations, Housing).

PROCEDURE:

1. Two teams are formed by any method the students may wish.
2. Each team is given half the cards.
3. The first team holds up one of its card and says "send (name of person) over," that person must then say four forms of the verb correctly.
4. If he is correct he chooses one member of the other team to be on his side.
5. If he is incorrect he must go over to the opposing team.
6. The game ends when the teams run out of verbs or when all players are on one team.

Anna B. Davenport

STRUCTURAL ANALYSIS

Dig up the Root

PURPOSE: To develop recognition of word roots and attached suffixes.

MATERIALS: Pocket chart, word cards

PROCEDURE:

1. Divide the pocket chart into two columns.
2. On the left-hand side list a number of root words.
3. In an adjacent column randomly list words composed of the root words plus an affix.
4. Students will match the root word in column one with its corresponding affix in column two.

e.g. Finish Finishing

STRUCTURAL ANALYSIS

PURPOSE: To give practice in recognizing and pronouncing compound words.

MATERIALS: Textbooks, dictionary, 3 x 5 cards

PROCEDURE:

1. Number the paragraphs in assigned reading. Place numbers at beginning of paragraphs in the left margin.
2. Place alphabets in left margin on the line where each sentence begins.
3. Students will scan assigned paragraph or assigned sentences for compound words.
4. Students will copy the words onto file cards.
5. On back of file cards, students will write words in syllables.

STRUCTURAL ANALYSIS

PURPOSE: To give practice in the syllabication principles, enabling students to become very proficient at dividing words into syllables.

MATERIALS: Write the syllablication principles with examples on file cards. Make sets of cards that have commonly used words on them.

PROCEDURE:

1. Students will study syllabication principles and examples.
2. Students will sort their set of card (word) according to principles.

SYLLABICATION PRINCIPLES:

1. When two consonants stand between two vowels the word is usually divided betweeb the consonants: dagger, cir cus
2. When one consonant stands between two vowels, the consonant usually goes with the second syllable, unless the the vowel on the right is a final 'e' in which case there is no syllable division: e.g. mo-tor, pa-per, re-ceive.
3. When a word ends in a consonant and 'le', the consonant usually begins the last syllable: e.g. ca-ble.
4. Compound words are usually divided between the word parts and between syllables within these parts: e.g., Cow-boy, po-lice-man.
5. In most cases, do not divide between the letters in consonant digraphs or consonant blends.
6. Prefixes and suffixes are usually syllables, Examples: dis-own, north-ward,

Irma T. Glover

PURPOSE: To strengthen the skills of recognizing compound words.

MATERIALS: An assortment of colored poster board cards 2" x 2". Compound words divided and written on two different colored poster boards. These words can be chosen from the vocabulary you are using in your basic reader.

PROCEDURE: Place the cards in a box. They are of many colors. Look carefully and see how many compound words you can find.

Each compound word you make, will score one point.

This game can be played individually or small groups.

Example of words used on the cards:

grasshopper
spaceman
earthman
armchair
icecream
fairyland
windowpane
footsteps
undercoat
bluebird
sunflower

cowboy
snowflake
moneybag
cornfield
workroom
overhead
rattlesnake
bookstore
grandmother
anymore
eyeball

flashlight
yourself
playground
raindrop
housekeeper
workman
grandson
doorbell
storeroom
policeman

PURPOSE: To increase the understanding of compound words.

MATERIALS:

PROCEDURE: Students will make a list of ten compound words found in their reading book and social studies book.

(1). Use the dictionary to write the meaning for each word.

(2). Write one sentence for each compound word.

Irma T. Glover

PURPOSE: To strengthen their skills of recognizing and writing contractions.

MATERIALS: Sentence strips with contraction and words that can be written as contractions

Aren't have not .

chalkboard and chalk.

PROCEDURE: Divide the group into two small groups (Team I and Team 2). One member from each team will go to the board. The teacher will show one card with a contraction on it or two words that a contraction can be written from. If it is two words, the student will race to write the contraction. When a contraction is shown, they will race to write the two words from which the contraction is written.

Each correct answer will score one point.

PURPOSE: To help increase the students ability to recognize contractions.

MATERIALS: Chalkboard, chalk, paper, pencil and Houghton Mifflin Co.

PROCEDURE: Explain that contractions are "short cuts" we use in our language and show that the apostrophe represents a letter or letters that have been omitted. Give a number of examples of common contractions.

The students will then select contractions from the story they have been assigned in reading. They will use these contractions in sentences, and place the two words from which the contraction stands after the sentence.

PURPOSE: To strengthen the skills of recognizing compound words.

MATERIALS: Sentence strips with compound words divided, snow flake, chalkboard, and chalk

PROCEDURE: Divide the group into two small groups. (Team 1 and Team 2) One member from each team will go to the board. The teacher will show one card with one-half of a compound word. The students will race and write this word along with another word that will make a compound word.

Each compound word that is made will score one point for that team.

The compound word list on the next page removed due to poor copy.

Irma T. Glover

PURPOSE: To give practice in recognizing base words in words having suffixes.

MATERIALS: Sixteen 2 x 3 inch cards on which four cards have the suffix less, four have ish, four have full, and four have ness. Sixteen other cards having one base word each.

PROCEDURE: The sixteen base word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand, he lays this pair down. If he cannot, he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins the game.

Adaptions: 1. More suffixes and base words can be used as the students become more adept.

2. Prefixes could also be used.

PURPOSE: The students will be able to identify the meaning of word ending with the suffix -ous.

MATERIALS: Chalkboard, chalk, paper and pencils.

PROCEDURE: Review base words and suffixes by writing the words slowly, sailor, magical, and hopeful on the chalkboard. Point to each word and ask the pupils if they see a familiar word within each word. Underline each word called out (slow, sail, magic, hope). Remind the pupils that many words are formed by adding prefixes, suffixes, and endings to base words. Then write the words dangerous, famous, and adventurous in a column on the chalkboard and help the pupils read them. Point out that all three words contain a suffix.

Ask some of these questions:

1. What do you think the suffix is?
2. What is the base word in each of these words?
3. How do you think the suffix -ous changes the meaning of the words it is added to?

Write the following sentences on the chalkboard. Students will copy the sentences on paper and place in the appropriate answer.

1. When I saw the word ________ on the road sign, I knew there must be a ___________ curve ahead. (danger, dangerous)
2. Long ago that man set out to find ______ and fortune, and now he's rich and _____. (fame, famous)
3. That _______ woman spends all her time scouting wild animals and looking for an exciting new ___________.

PURPOSE: The student will be able to identify compound words from a list.

MATERIALS: Chalkboard, chalk, paper and pencils

PROCEDURE: Write compound words on the chalkboard; ask: Do you remember what compound words are? Write the words chalkboard and basketball in a column on the chalkboard under compound words.

Ask the pupils if they could think of any other compound words. Tell them to look around the room for ideas.

List any correct responses on the chalkboard. Some suggestions are:

notebook wastebasket bookcase
classroom homework

When the list is complete, have the students write a story using as many of the compound words as possible.

Hiawatha Kittle

PURPOSE: Student will be able to identify the meaning of a word ending with the suffix -al.

MATERIALS: Paper, pencil, chalkboard and chalk.

PROCEDURE: Write the words musical, comical, personal, and mechanical in a column on the chalkboard. Ask the pupils how the words are alike. Explain that -al is also a suffix that can be added to base words. Ask: What base words can you find within the words musical, comical, personal, and mechanical? Call on volunteers to draw a slash mark between the base word and the suffix in each word.

Write the following sentences on the chalkboard. Call on pupils to come forward and write in the correct word in the space provided.

1. Randy played the clarinet in the band and sang in the school glee club. He was very ______________.

   comical musical music

2. Mr. Rogers says that I'm quite _________, I can repair almost any machine around the house.

   mechanical mechanic personal

3. Our neighbor Mrs. Wilson asked me what was wrong, but I said that I would rather not say because it was something very _____________.

   comical person personal

PURPOSE: To learn how to divide words into syllables.

MATERIALS: Workbook, pencil

PROCEDURE: When you see vowel consonant consonant vowel in words like these divide between the consonants. Sound each part as you sound one-syllable words.

For example:

rib/bon	sel/dom	tab/let
VC CV	VC CV	VC CV

Say each word to yourself and copy the word below on your paper using a line to divide them into syllables.

object ______________

subject ______________

rescue ______________

letter ______________

muddy ______________

master ______________

after ______________

gossip ______________

yellow ______________

index ______________

number ______________

offer ______________

PURPOSE: To provide practice in recognizing prefixes.

MATERIALS: Worksheet, pencil.

PROCEDURE: A group of letters added at the beginning of a root word can make a new word. Look at the word rewrite. What is the root word? What has been added? re.

ACTIVITY: Make a ring around the prefix in each word.

Example: rewrite

1. untrue
2. resold
3. nonsense
4. unfair
5. disgrace
6. rehang
7. uncover
8. misuse
9. distrust
10. unsafe
11. rewrote

PURPOSE: To learn how to add the suffix -ly to words and write sentences with the new words.

MATERIALS: Worksheet, pencil.

PROCEDURE: We can add letters to the end of a root word to make a related word. Those letters are called a suffix. Write words on the chalkboard, adding the -ly. Use the words in sentences.

ACTIVITY: Add the suffix -ly to the following words. Then write these new words on the blanks in the sentences.

slow, sad, glad, bright, soft

1. The turtle crawled __________ down the road.
2. Ann sang __________ to the baby.
3. The sun shown __________ on the lake.
4. "I'm sorry I can't go with you," Wayne said _______.
5. I will __________ help you.

PURPOSE: To provide practice in finding and writing the two words which makes a compound word.

MATERIALS: Worksheet, pencil.

PROCEDURE: Present the compound words in meaningful sentences, as Ann's grandfather came for a visit. After the sentence has been read, the children may be asked to find the two words in grandfather.

ACTIVITY: Make a compound word from the two underlined words in each sentence. Write the word under the sentence.

Example: Write noon with after.

afternoon

1. Write bed with time.

____

2. Write house with farm.

____

3. Write ball with basket.

____

4. Write blind with fold.

____

5. Write self with her.

____

PURPOSE: To help those children having difficulty in discriminating between similar but different words but who seem to discriminate between similar but different objects.

MATERIALS: None.

ACTIVITY: Put several pairs of words on the board which are similar in outline. Draw each word's outline next to it. Cover the word and discuss similarities and differences with the children. Next show the word and write it into the outline.

cut	put
out	hut

Hiawatha Kittle

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PURPOSE: To develop recognition of word roots and attached affixes.

MATERIALS: Pocket chart and word cards.

PROCEDURE: Divide the pocket chart in two columns. On the left-hand side list a number of root words. In an adjacent column randomly list words composed of the root words plus an affix. Have the children match the root word in column one with its corresponding affix in column two.

1. finish
2. reach
3. determine
4. decided
5. place
6. nation

a. undecided
b. finishing
c. replace
d. nationality
e. reached
f. predetermine

Hiawatha Kittle

PURPOSE: To develop the child's ability to distinguish the verb and its s form.

MATERIALS: Worksheet, pencil.

PROCEDURE: Direct the child to read the sentence silently, look at the words at the right, decide what word is missing, and draw a line from the sentence to the correct word. Ask the child to check his word by rereading the completed sentence to see if it makes sense. Examples of the exercise:

Tom __________ the pets.	like
The pets ________ Tom.	likes
Tom _________ pony.	ride
See Tom ________.	rides
We _________ Frisky.	want
Frisky ________ Betty.	wants
Tom and Betty can _________.	paint
Susan ________ a chair.	paints

Hiawatha Kittle

PURPOSE: To learn how certain suffixes affect word meaning.

MATERIALS: Worksheet, pencil.

PROCEDURE: We add the suffixes -er and -est to words when we compare things.

For example:

Joe is tall, but Tony is taller than Joe, and Bill is the tallest of the three boys.

-er means "more" -est "most"

When we add these suffixes to words ending in y, we change y to i --- hungry, hungrier, hungriest. Also, if a word ends in e, we just add the r or st --- safe, safer, safest.

ACTIVITY: Write an -er or -est ending in each blank.

1. The Amazon River in South America is a very broad river, it is broader than our Mississippi River and is the broad____ river in the world.
2. The Nile River in Africa is long, It is even long____ than the Amazon and is the long_____ river in the world.
3. The Missouri River is always muddy. It gets muddy___ as it flows along. It is one of the muddy____ of all rivers.
4. Most rivers grow wide_____ as they flow toward the sea. The are wide____ at the mouth.

Hiawatha Kittle

PURPOSE: To learn how to write and use contractions in sentences.

MATERIALS: Have the student read the story. Tell them the lesson is about contractions. Ask: What is a contraction? Give examples. Find the contraction in the story and write them on the chalkboard.

ACTIVITY: Rewrite the following sentences. Change the underlined words to contractions.

1. I am going to the movies.
2. It is time to go.
3. You are going with Jane.
4. She is going to ride her bicycle.
5. He is not going.